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ABSTRACT

Three conference papers concern education of trainable mentally retarded (TMR) children. A presentation originally accompanied by slides describes a behavioral objectives curriculum (Meridian Program) for TMR students, 5 through 18 years of age, which includes a checklist of behavioral goals (to evaluate entering students, identify behaviors, monitor progress, and evaluate progress and programs), and an educational prescriptive retrieval system (for collecting data for evaluation and accountability); and also delineates articulation of the public school TMR program with the Office of Mental Retardation programs in Nebraska. Also described is Benhaven center, which serves neurologically impaired, moderately and profoundly retarded, and multihandicapped children, 6 to 21 years of age on an outpatient or residential basis; trains professional and paraprofessional personnel for other centers; provides services such as institutes and workshops; emphasizes sign language with nonverbal children; uses music and rope therapy; stresses continual evaluation and socialization; avoids drug therapy; and offers academic and prevocational education. Results reported from a survey of 63 parents of moderately and severely retarded children indicate that parents agree on practices and trends in educationally oriented teacher-parent encounters, that a child's program enrollment and age group are strong factors of parental opinion; that future studies should focus on program enrollment and age; and that professionals who have qualities that parents prize should be identified. (MC)

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# A BEHAVIORAL OBJECTIVES CURRICULUM

# FOR THE

# TRAINABLE MENTALLY HANDICAPPED

Presented to the:

Council for Exceptional Children's
51st Annual International Convention
Dallas, Texas
April 22-28, 1973

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Presentation of Amy L. Lettick, Director of Benhaven, New Haven, Connecticut

PRESENTATION BEFORE THE COUNCIL FOR EXCEPTIONAL CHILDREN

April 26, 1973

Dallas, Texas

Benhaven was born, as were so many other centers offering help, out of desperation and love. It was nurtured by determination, knowledge and experience. In the six years since its birth, it has matured into a unique center of hope and help for those handicapped human beings for whom society had already prepared the label of "rejects." Benhaven's function is to change "rejects" into human beings with futures.

A brief description of Benhaven as it began, and as it now exists, will help those unfamiliar with the school to get a quick picture.

Statistics

When we started, we had three children -- today 34 children.

When we started, we had two teachers -- now 51 on the paid staff, and last summer approximately 125 teachers, including part time and volunteer help.

When we started, we had seven borrowed rooms -- now a four-story main building, a full size gymnasium building, a 34-acre farm with a farm house and several barns, and a ranch house on the farm, plus a pool and pool house.

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Professional Growth

A. Children served.

When we started the school, it was geared for severely handicapped autistic, brain damaged children. At this time we have programs for moderate to severe children, neurologically impaired, those who are blind or legally blind, those who are deaf and partially deaf, those who are high-verbal aphasic, those who are multi-handicapped, disturbed and inevitably retarded as a result of all the other handicaps.

B. Staff.

When we started, we started with one married couple who each worked half time, plus a part time gymnasium instructor, plus me as the Director, teacher, secretary, cleaning lady, and what ever else was necessary. At the present time we have on our staff in addition to at least sixteen people with two, three or four degrees, a physical therapist, two speech therapists, two clinical psychologists, a consultant psychiatrist, and a consultant psychologist, and an instructor in precision teaching.

C. Age of population.

When we started, we accepted children between the ages of 6 and 21. This was not because children under six did not require help, but rather because there already existed in our area a nursery school for handicapped children which could feed to us as the children grew older, and our goal was to supplement, not duplicate services. At the present time, our population range in the school itself is six to 21 years old, but has extended into a lifetime responsibility on our part for students at Benhaven, into their lifetime, that is.

D. Services offered.

Originally, Benhaven offered a 9·30 to 4·30 day, Monday through Saturday, six days a week, twelve months a year. It was a day school. Children were home on Sundays.

At the present time, in addition to our day school, we have established a residential unit which opened December 15, 1972, on a 34-acre farm, seven miles from our present school.

We have also established an out-patient clinic serving those individuals who cannot attend Benhaven, either because they are too young for the school, not developed enough to be able to benefit from our services, residing too far, or our not yet having available residential facilities on our farm. For our out-patients, our evaluation team evaluates the child, sets up a year-long program in all aspects in which he needs help, and then trains both his parents and what ever school personnel are available to carry on this program at home or at his present school, until such time as he can fit into a school program, either in his own locality or at Benhaven.

Another service offered is that of training teachers and administrators who are eager and willing to start schools patterned after Benhaven. We have found that this particular aspect of our service is probably the most valuable in the long run to the children throughout the country, because what has happened in the past year is that several communities or agencies which are planning to set up programs save the time spent in groping, fumbling and seeking ways to establish good programs for their children in two ways.

(1) They send their staff to Benhaven for a training period at Benhaven in what ever area they will be functioning, whether it be teaching or administrating, and (2) by further sending several representative children from their classes for whom our staff sets up a program which can immediately be put into practice, now that the teachers have received the training.

Another service we offer is that of training paraprofessionals. These are non professionals in the field of education, either high school students, college students, or more mature people who are seeking new fields in which to grow. We train our aides to carry out the tasks developed by our planning teachers, after extensive orientation and observation of such methods. It is of interest that many of our aides turn out to be such successful teachers that either we hire them ourselves, or they immediately are snapped up by other institutions.

Among other services offered are institutes and workshops developed to provide professionals in the field of education with the latest techniques we have developed in our efforts to cope with the problems presented by severely handicapped human beings. These workshops have been so successful that we plan to repeat them yearly and several colleges and universities in our area have expressed a desire to offer our institutes for course credit for their students.

We also are involved in intensive parent training of our children so that what we teach in school in the way of self care can be enforced at home. We help the parents when they are unable to get the same results at home which we have achieved at school.

We have found no parents who are unwilling to accept this kind of help, and this leads us to believe that one of the institutes which is almost obligatory on our part next year is a series of lectures open to the public on how to cope with living with a handicapped child at home.

The two key characteristics which seem to differentiate Benhaven from other schools that we know of are (1) the speed with which we as an institution have grown both physically and professionally, and (2) the speed with which we change supposedly hopeless children into people who can read, communicate, learn, play, and even become partially self-supporting.

The speed in our growth can be attributed mainly to the constant pressure of the knowledge that should we <u>not</u> develop the necessary facilities, these very children for whom the effort was being made would have no where else to find the kind of help they needed. The speed with which the children change is the result of the intensive year-round program and the unbelievable stamina and dedication of the people involved in furthering their progress. I find that in describing Benhaven, I frequently describe it as "a school for special children with very special teachers."

Benhaven did not evolve like Topsy. From the very start in 1967, there was already formulated a philosophy on which our work was based. I would like to read that philosophy to you. It is taken from a monograph called "Benhaven's Way" which I wrote in 1972 and which describes in great detail how our school is organized and how it runs. This book can be ordered by simply writing the school's office.

# THE PHILOSOPHY BEHIND BENHAVEN'S PROGRAM

1. Benhaven believes that special education, not psychotherapy, is what our children need; we teach, we don't treat.

2. We believe that active help rather than passive love is what changes children. It is not enough to offer children compassion and understanding. We must channel our love into constructive concrete action

3. We believe that an intensive, driving dynamic program involving continuous measurement, diagnosis and adjustment of techniques is the force that propels our children on the paths we would have them trod.

4. We believe that we cannot wait to build relationships with children whose inability to make relationships has brought them to us. Instead, we must begin immediate work with the child, with the idea that through work, relationships will be formed.

5. We believe there is no one way that will help every child; we must employ all methods and consultants that will be of assistance in working with the unique problems presented by each child. Therefore, we use direct teaching, team teaching, operant conditioning, force, anything that will work.

6. We believe that extreme disability requires extreme measures for remediation. In connection with this I will speak later concerning our use of rope as a learning tool.

7. We believe that learning for the handicapped is not always pleasant for either the child or the teacher. However, we do feel that the ultimate pleasure that comes as a result of overcoming or circumventing a handicap is worth the transitory distress that may sometimes accompany the learning process. So our approach is, with grim cheerfulness, "It's tough, do it."

8. We believe that children with these handicaps are capable of a great deal more work and accomplishment than most people have expected from them, and we have an extended, busy, purposeful school day and week accordingly.

9. We believe that autistic children, isolated by themselves, cannot help one another, but that a mixture of autistic and brain-damaged children is a beneficial, economically and educationally sound combination for a school.

10. We believe that education and socialization are not enough. We can and must train our children for productive work, if they are not heading for normal academics.

11. We believe that children must be prevented from destructive acts either against themselves, others, or against property or situations. Our first step in preventing destructive or disruptive acts is not to ask <u>why</u> the child does what he does, but rather to take direct common-sense physical action to prevent the undesirable behavior from continuing, and then to try to determine the cause for the undesirable behavior. We further believe that reward for good behavior is not a substitute for clearly expressed disapproval of unacceptable behavior.

Perhaps one outstanding characteristic of Benhaven is also the fact mentioned above that there is no one method which we espouse. Our children are sent to us because they are supposedly hopeless, whether they have been dismissed from the school for the blind, the school for the deaf, classes for the learning disabled, or special classes in the public school systems.

If we were to say that there were one method that would work for all our children, then obviously these children would not have wound up at Benhaven, since they would have remained wherever the successful work had been accomplished. So what we must stress is there are 34 children at Benhaven, and there are 34 individual programs for these children.

In the course of developing ways not yet tried, some very significant areas of professional endeavor have been evolved. It is my hope that at future conventions the people who are specifically responsible for developing these methods will speak for themselves. I feel at this point almost embarrassed to be taking any kind of credit for the work, imagination and inventiveness of the staff. You may therefore assume that this will be the last time I shall speak for my staff. They deserve to speak for themselves.

This being the case, however, I would like to present a very brief resume of the unusual aspect of Benhaven's programs as it has affected our children.

Perhaps the most interesting work we have done has been in the area of language. Over half of the children who arrive at Benhaven are mute, and as in all other aspects, we try every method we can. We have attempted eliciting speech through music, traditional techniques, and moto-kinesthetic speech training. None of these methods seem to work with some of our children.

It just so happened, about two years ago, that the American School for the Deaf asked if we would be willing to accept a totally deaf child into our program -- a boy so hyperactive with so many learning disabilities that it was felt he would never learn anything, and at the same time, was causing a great deal of disruption at his class in the School for the Deaf.

We had never accepted a totally deaf child, but had the feeling that perhaps there was not that much difference between a child who was irrevocably physically impaired and the kind of children who came to Benhaven who could hear acutely, but who could not understand nor remember what they heard. And so we agreed to accept Lee.

Because we knew that we would eventually have to know sign language in order to teach it to Lee, and then communicate with him, the entire staff began studying sign language, first under the tutilege of our own speech therapist, and later under teachers from the American School for the Deaf who were provided by the New Haven Adult Education Program.

It has been a great source of satisfaction that now we have cleared up Lee's behavior problems, that we anticipate returning him in a year or two to the 7th grade of the American School for the Deaf.

This, however, was not the only benefit achieved by our accepting a deaf boy into our program. You may remember I mentioned that there were still many children in our school who were not deaf, who did not seem to respond to any form of speech elicitation we could present. It occurred to Mrs. Robin Lovell Wood, our speech therapist, one day last year to wonder what would happen if she presented Danny, a normal-hearing, but non-verbal child, with sign language simultaneously with her presentation of verbal and lips presentation of words.

For three years, Danny had been unable to make the connection between the spoken word "blue", the written word "blue", and the color of a blue block placed in front of him. Mrs. Wood place d a blue block in her hand, along side the written word "blue," turned to Danny, and while she said "Danny the color of this block is blue", she presented the American Sign Language symbol for the color blue.

She then changed the block to yellow and the written word to "yellow" and repeated the process, using the sign for yellow. In three minutes, Danny was able to return to her in sign language the signs for all the colors, and in two weeks, had-shown us that although he had learned how to read many words, what had been lacking for him was the manual method rather than the verbal method of expressing himself.

From that point on, when anyone spoke to Danny, they also signed, and Danny responded either by writing, pointing to written words, or typing. He did his arithmetic in sign language, received his instruction in pre-vocational training and in gross motor work in sign language while constantly hearing the spoken word too. Because of the startling success in opening to Danny his first line of communication, the same process was tried with ten other non-deaf children at Benhaven, with the same success.

There are now eleven children at Benhaven who could not communicate before, who can now not only understand another person's signs, but can also attempt to speak voluntarily through signs. To our knowledge, no other group of non-deaf children have ever been given what we call total communication, and we feel that this may be a significant step toward opening the world to such individuals.

There have, indeed, been parents and teachers who have developed a form of inter-family methods of gesture and communication which can be understood only by themselves. Our point in teaching American Sign Language is that anyone in the world who understands this universal language can then understand these children.

The change in the children has been remarkable as a result of giving them a modality both for reception and expression of language. It has also allowed us, as teachers, to do something one cannot do with a child who confines his thoughts within his own head; we frequently eavesdrop on our children's thinking by watching their hands as they talk to themselves.

For example, Craig may walk by a chair. Craig cannot speak. If Craig could speak, he would probably make note of his recognition of the chair by saying internally, "brown chair." Instead, a teacher will see Craig look at the chair and then in sign language say to himself "brown chair."

To the many people who still feel that lip reading rather than sign language should be the main mode of expression for the non-verbal or the deaf, our answer is this: there is no reason to shut off any area of help to our children. We have found that some of our children, after learning sign language, are beginning to lip read. However, even if this were not so, is it any more humane to deprive them of sign language than to deprive a nearsighted child of glasses?

Any child whose language is so impaired or lacking that he will in all cases never be able to communicate with ease with the speaking world, should at least be provided with the opportunity of easy communication with others like him who have a language just as legitimate, just as purposeful, and just as fulfilling as the ones which hearing people use.

Our formerly non-communicative children are no longer living in an alien country. The people with whom they live can understand them and they can understand their families and friends.

Benhaven also has accepted a totally blind child and two legally blind children. We have found that just as the irrevocable deafness of our deaf boy wasn't making him so very different from our boys with the inability to understand what they heard, so we have found that with our sight-impaired children, while the loss of sight is a greater handicap, there have been some surprising consequences.

For example, both of the legally blind children turned out to have enough sight to learn how to read, and so the agonizing summer we spent learning Braille was unnecessary. Our totally blind child was not ready for Braille, and at this point we are not sure whether he will be. However, we have taught him to move independently through the building, and are working on the initial phases of self-care. In view of the fact that all three of these children were considered beyond help of any kind, we feel that our efforts and the results have been justified.

It's not easy to work at Benhaven. Lesson plans are required to be written for every half hour period of the day. Before a teacher is allowed to work with a child, she must have organized on a lesson card her objective for that half hour, the activity with which to carry out the objective, the materials necessary to be gathered beforehand, the steps to be followed, the action to be taken if the child fails, and the action to be taken if the child succeeds.

While this seems an extremely difficult procedure for a teacher, it is felt that only by organizing one's self ahead of time can a lesson proceed with maximum chance of success.

Monthly reports are prepared and are sent to the special ed personnel whose town sent the children to us.

There is some form of testing going on almost all the time. Our testing is for the purpose of measuring rate of change. It also helps a teacher know exactly where a child is at that moment as compared to where he was when she tested him the last time. The testing also serves to inform us as to which modalities to use for imput and which areas to try to strengthen.

Another aspect of Benhaven's program which changes our children radically is our attempt to socialize supposedly unsocializable children. The reason most children come to us is because they cannot function in any kind of a group. Certainly it is one of our major goals to change this situation. We find that the beginning of this change usually -- although not always -- takes place in the gymnasium. There, Mr. Daniel Davis, who holds degrees in physical education, physical therapy, and learning disabilities, begins the socialization process frequently by tying two children together, either at the ankle or at the waist, and then backing off.

Sooner or later, one child will want to do something the other doesn't want to do, and that may be the first time that the child must take the other child into consideration. From tying two children together, Mr. Davis proceeds through having them holding the common rope, holding hands and then following one another until we have on film an almost unbelievable sequence, showing how our children go from this total isolation and lack of relatedness, to the last scene in which a group of children are shown playing basketball on two opposite teams.

We have frequently found that rope is a great tool, not a means of punishment, but a means of embodying for a child the idea of control. For example, most of our children are hyperactive when they arrive. Because this is so, they might also be described as culturally deprived, even though they may come from homes where good conversation, plenty of literature, and many interesting activities are available to them. If a child cannot sit still long enough to look at what is before him, there might just as well be nothing before him.

So our first job with a hyperactive child is to quiet him. One of the unique things about Benhaven is that few of our children are on drugs. In fact, the Yale Child Study Center feels that Benhaven's population offers them a unique source for experimentation, since the children are neither institutionalized nor drugged and, therefore, these issues do not becloud the circumstances which the university attempts to investigate.

Another aspect of Benhaven's work which should be mentioned is the use of music therapy as a means of eliciting speech and socializing children who can already speak. Mrs. Vera Moretti, perhaps the most outstanding therapist alive today -- both an accomplished musician and a highly trained educator -- has applied her own intuitive techniques, backed by her seemingly inexhaustable music background to achieve astounding results with our children. Painful though the process may be to her, we are pressing her to analyze her intuitive expertise so that we can offer it to others for duplication.

There are a few children -- three or four out of the 34 -- who need occasional tranquilizers, but generally speaking, the structure and close supervision of the school program itself replaces the need for drugs which was found necessary before the children came to us.

This is not to say that some of our children are not dangerous. Two of our teachers needed tetanus shots this month; one teacher walked with a cane for several weeks last year; and another teacher was bitten severely this week by a child who had formerly been kept drugged to keep him from being dangerous. However, our teachers are willing to risk this kind of assault because of the changes they are able to produce in the children at other times.

In the gymnasium, there are two major goals. One is to teach children to socialize, and the other is to teach them the pleasures of play. Our children are not born knowing how to play; however, Mr. Davis has proven that once they can be taught to play, they do, indeed, enjoy it. Mr. Davis just presented a film demonstration of his program in March in Detroit before the Association for Children with Learning Disabilities.

We do not neglect the child's academic skills should he be ready for them. We will use any method that works. Many times we are asked if we use behavior modification in our work. Yes we do. We also use team teaching; we also use force, and we will gladly try anything that will help our children that will not cause them pain or fright.

Before anyone leaps down my throat concerning the word force, let me give a demonstration of what I mean. Many children come to our school not knowing how to swim. If a child has reached the age of 15 or 16, no amount of persuasion, love, or reward is going to make him overcome his fear of the water. Our approach is very direct. We had a 16-year-old boy who was 6 foot 2, who was sure he was going to drown if he went in the pool above his knees. It took four male adults to carry him into water over his head, <u>stay with him,</u> but let go for a few seconds to prove to him that he would not drown.

Before we dismissed Hal from our school, one of our happier triumphs was to have all the school sit around the edge of the pool while Hal swam two laps and we all applauded.

I should mention here once again our use of rope as a learning tool. I'd like to talk for a few minutes about this. Many of our children have never actually experienced the sensation of control and repose. We offer this kind of sensation in a matter-of-fact way.

For example, "I see you can't control yourself. Let me help you", and then we proceed to tie the child into a chair leaving his working arm free to function at what ever task the teacher presents. This is not to be confused with tying a child and throwing him in a closet. On the other hand, we are giving him the control necessary so that he can concentrate on the task presented to him. The period of the need for rope or any kind of restraining vest is generally very brief, lasting from one or two days to a week, after which time the instructor suggests the ropes be removed before the idea occurs to the child.

However, should the child ever need the same kind of control applied later again, the restraints are reapplied matter-of-factly, and routinely, and inevitably.

In terms of academic skills taught at Benhaven, we have children who are on pre-academic level and on the other hand those that type and Zerox their own weekly newspaper. No method of teaching is overlooked in considerging its application to our children, and we are willing to try anything -- even if it helps only one child.

As a running background, in all the areas mentioned above, we found the use of precision teaching allowing us to evaluate our work and our efforts. Mr. David Freschi has studied precision teaching with Dr. Ogden Linsley, and is an instructor in precision teaching at Fairfield University in Connecticut.

He has taught over 25 of our staff members how to benefit from the advantages of precision teaching, and each Thursday morning we share our charts, including our successes and our problems with each other.

The great thing about precision teaching is that it does not specify or require any one particular kind or method of teaching so that we are free -- all of us -- to teach in the method which proves most successful personally. What it helps us do is make judgements as to our own effectiveness and thereby aid us in improving our techniques.

In terms of parent-teacher association, we have an excellent program. Not only are three home visits compulsory during the first few weeks the child joins us, but we teach the parents to carry on the self-care skills which the child is learning at school. Once a week, the parents and siblings of the children who use sign language meet to learn the language the children are using in school, and to be taught the sign language to be used at home.

At the same time, we are seeking less moderately handicapped children to function within the school, but are finding that pressure from the Board of Education, in its pressure to mainstream these children and retain them in the public school system, is making it more difficult for us to attract this type of child.

The answer may be in finding non-public funds to pay the tuition for these children, or to publicize even further our on-going program for high-verbal aphasics who, while giving the impression of being able to cope with public school classes for the learning disabled, may be multi-handicapped enough to still require the intensive programming offered by Benhaven.

It was always our intent to include moderate as well as severely handicapped children, and we hope that ways will be found to persuade towns that in the long run, sending a child who is moderately impaired to Benhaven for a year or two may be more economical than placing him in a public school class for the learning disabled where he will not have available to him the intensive remediation which Benhaven could provide.

The children who are admitted to Benhaven are supposedly beyond help. They are the children one sees lying on the floor in some schools or in State institutions. It is our happy experience that after providing such children with the high structure and intense program Benhaven provides, that we find we are able to return some of these children to the public school systems from which they were excluded.

For this purpose, we have developed what we call Project Re-entry. Mr. David Freschi and Mrs. Ann Thursby have developed a step-by-step program in which children who seemed fairly ready to return to a class in the public school system for the moderately learning disabled, are provided with an opportunity for making such a re-entry under maximum conditions -- that is, Benhaven investigates the facilities available in that child's town, discovers what the child will need in order to fit into that program within a certain length of time, consults with the planning placement team and staff and supervisory members who have responsibility for the child in terms of planning his program, and then after the child is re-admitted to the class, Benhaven assumes the responsibility of tutoring the child on Saturdays and vacations and serving as consultant to the school system for a maximum of 2 years to insure that child will never need to return to us again.

When a child gets to be 10 or 12, we take a good look at his language use. If we feel that realistically we cannot expect that this child will be able to use his language in the normal give and take of a public school classroom, we switch him into a pre-vocational channel. This does not mean that we discontinue his education in terms of reading, writing, arithmetic, etc., it simply means that the content of what he is reading or writing or figuring now has to do with the kind of activities with which he will probably be involved the rest of his life.

Therefore, a reading lesson might now consist of directions for using a washing machine or an arithmetic lesson might consist of how to use an adding machine. Instructions for our signing children must be familiar to our staff in pre-voc as well as in gym and in the academic periods. So that there is a great deal of conferring between all of the teachers who work with a child.

For example, if in a week the pre-voc instruction plans to teach a child to pull the lever on a mechanical printing press, that instructor will confer with the gross motor man and say, "teach this boy the difference between pulling and pushing." He will go to the speech therapist and say"teach me the sign language for pulling and please teach it to the man in the gym so that when he is teaching pulling, he can do it with sign language too." Then he will go to the child's planning teacher and say "teach this child to read, write and type the words, "pull the lever" with understanding.

By the time the child arrives in the pre-voc workshop the following week and instructed to pull the lever, he has already become familiar with what is to be expected of him. It is this constant interaction between the teachers of varying disciplines that help insure success for our children.

In our pre-vocational training program there are three phases on which we concentrate. The first would be the self-care phase. We actually teach our children how to take a shower, how to wipe themselves after a bowel movement, how to dress, how to make a lunch, how to brush their teeth. These things are not in-born. We analyze the tasks, draw up lesson plans for teaching them, and then assist the parents in carrying out additional practice in these fields once we have taught them.

The second phase of our pre-vocational training program deals with building and house maintenance. As more and more normal adults rebel against routine piece-work-type of activity, we are producing a group of individuals who get great satisfaction out of routine tasks performed successfully again and again. Service rather than production of small items is a key factor in our thinking.

The third phase of our pre-vocational program involves the use of office machinery and bench-type assembly work. All our children can use the hand printing press. In fact, last year those of our children who could understand, agreed to donate $100 of their profits from printing stationery to the National Society for Autistic Children. Five of our children now work at the City greenhouses at Edgerton, caring for the plants.

Benhaven has obviously proven that it can take children supposedly hopeless and change them into people who can communicate, who can work, etc. However, the financing of their education terminates when they are 21 years of age.

If we are to change these children at great expense, at great effort, only to have them return to their mothers or to the institutions from which they were rescued, then there would seem to be little point in making the great effort involved in bringing about these changes.

Of course, I do not believe this to be so. As I watched our youngsters become adolescents -- 16, 17 and 18 years old -- I began to worry about what was ahead of them when school was no longer available, and I felt that unless I could provide some form of work opportunity and living space for them when they reached age 21, then all that we had done before would be pointless.

And so I set as my own personal goal the establishment of a community for such handicapped people which would provide them as near normal a place to live as possible, plus work opportunities within the facility itself. This was not done with the idea that all our children would need to live at Benhaven forever.

It is our hope that as our skill grows, we will be able to do better our job of returning these individuals to more normal living, but we must be realistic in view of the fact that so many of our children are very handicapped. We must expect that many will need the kind of sheltered work and living environment which we anticipate providing for them.

This kind of training for at least partial independent living would also be a purely academic exercise were it not for the most exciting thing which has happened to Benhaven since its inception. On November 30, 1972, we opened our first residential unit on a 34-acre farm, seven miles from the school, and our first three boys, plus staff, have moved into our first house.

Now, what we are teaching in the way of self care, in the way of home maintenance becomes real life. The child who has been taught to use the washing machine now finds that he has to do his own laundry at home. The child who has been taught to vacuum the school floor now finds he has to clean his own room.

Our plan for the use of this property seems very logical to us. As we train our older children in pre-vocational skills, they will move into four-bedroom ranch houses around a little village green on the property. The first house, plus the swimming pool, is being used already. During the day, those trained -- adolescents and adults -- will work on the farm itself and will use the skills they have been taught in maintaining the buildings.

In the evening, when the day children go home from the school, the older people will move into the school for night school and for recreation and socialization activities. Also, those adults who now have progressed to the point that they no longer need to live even in the sheltered atmosphere of Benhaven, can return to the school evenings for adult education in the structure they can best accept. And for the socialization and recreation, which is not offered to them elsewhere.

As to our plans for the future, Benhaven never intends to take more than fifty children into its school, or fifty into its residential units. In fact, it is questionable whether that is too large an amount. We will have to wait and see.

What we would like to do is to act as a pilot program to others in other parts of the country to demonstrate that if we can do it here, you can do it there, and that what we need and what our children need are not large institutions in which they will be forgotten, but small concerned groups of people trying to create for these individuals as near normal a home setting as is possible within their capabilities.

It has long been taken for granted that when normal children grow up they leave home. They either marry, or they set up attractive living conditions independently. In the case of the handicapped, however, society assumes that the family of the handicapped person shall keep this person at home until the parents are too old to care for him, and then some loving sibling shall take up the task.

I do not agree with this. It is my belief that all young people entering their twenties should grow up and away, and that if they are not capable of following the more normal path into independence, then we should use our energies toward providing for them the kind of setting which Benhaven has demonstrated not only <u>can</u> exist, but <u>does</u> exist.

XXX

ED 078633

# Pointers for Teachers as Counselors of the Moderately and Severely Mentally Retarded - Patterson Revisited

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A Paper Presented at the International
Convention of the Council for Exceptional Children
Dallas, Texas, April 27, 1973

## Abstract

63 parents responded to a questionnaire which contained 12 pointers for professionals and 15 trends regarding parent-teacher conferences. The sample consisted of parents involved in a "grass root" type of organization, the association for retarded children. Parents reflect a significant pattern of agreement for the pointers and have definite opinions regarding trends. Program enrollment of the child seems to influence parental opinions the most.

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## Introduction

The relationship between home and school has been altered by recent court decisions and rules and regulations designed to implement mandatory legislation. The Pennsylvania case best illustrates this change. The effects of this case stipulate the concept of genuine parental involvement in educational decision-making with full access to all information regarding the child. Given the class action nature of the Pennsylvania case, it would seem that professionals, especially educators, can expect to encounter parents as co-equal parents who, in turn, can seek judicial relief for enforcing that which can be considered standards of effective professional counseling and guidance. Or, to put it another way, it would seem that the legal decisions will enforce what Rothstein (1971) has recommended should be the ideal relationship.

For the thoughtful professional, a review of the literature might prove of limited value. It would appear that attention has been directed toward factors of institutionalization, of overprotection, and of psychological acceptance. The literature seems less concerned with school related problems. Furthermore, the sampling appears to be preoccupied with clinic operations and residential facilities. Consequently, the professional, who deals with parents active in a citizen's movement, will find little assistance. The work of Costilos (1969), Justice et al (1971), Kaplin (1970), and Erickson et al (1969), identifies the importance of physiological and psychological variances, source of help and personality patterns of parents.

It would seem that, at present, the best source of professional guidance to assist in their role of parental advisors would be inferences from certain systems of counseling. Sellin (1971) has identified certain contributions of transactional analysis as well as the eclectic system of Ginott (1972).

Transactional analysis, as formulated by Harris (1969) views the one role of the counselor as that of teacher operating, in an atmosphere of equality. Ginott's principles of congruent conversations seems as practical guidelines for genuine, humanistic exchanges between two adults. Becker (1971) offers a behavioristic model for the training of parents which is founded upon a partnership model. Ross (1967) places emphasis upon honesty as the major quality and upon behaviors of: advance preparation of the conference, listening, questioning, and interpretation. Erickson (1965) views the ultimate goal of the home-school relationship as of achieving acceptance in which there is genuine agreement as to mutual goals and means of implementation. A synthesis of these specialists would reject a notion that parent counseling is an elaborate game-like contest to be "won" by the all knowing therapist. Similarly, the parent would not be viewed as a potential "mark" to be conned into a predetermined plan. A most realistic (in light of the courts) and helpful (in light of the above specialists) viewpoint would suggest that the home-school relationship is a genuine, adult encounter between two equals who are both concerned with problem solving designed to enhance the potential of the child.

Aside from professional viewpoints, it is important to discover how the consumer views the services of professionals. Patterson (1956), a mother, has offered a listing of pointers for professionals. Although written some time ago, these pointers capture the essence of the specialists previously cited, especially with respect to attitudes, knowledge, and skills. For example, her emphasis upon tell us as soon as possible coincides with Ross's notion of honesty; her emphasis on language reinforces Ginott's notion of language as a means to express compassion, acceptance; her citing of our problem reflects the theme of partnership.

## PURPOSE

It is the purpose of this report to offer data, with supportive explanations, which identifies parental opinions regarding practices and trends in educationally oriented teacher-parent encounters. Specifically, this report will identify the following:

1. What agreement exists among parents regarding practices and trends?
2. What background factors are related to parent opinion?
3. What implications can be drawn to guide professional practice?

The present authors would be the first to admit that this study is highly tentative and pilot in nature, given sample size and a certain crudeness in identification of background data. Conversely, the present authors would also suggest that this report is helpful in that its sample is drawn from a grass root organization and that this report is responding to items originally suggested by a parent.

## PROCEDURES

Table 1 summarizes the characteristics of the 63 parents who participated

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Insert Table 1 here

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in the survey. Three associations for retarded children participated, the Michigan Association for Retarded Children Board of Directors, and a general membership sample of the Macomb and Kalamazoo Associations for Retarded Children.

### Opinion Survey

The opinion survey was tested prior to administration and was found to have no difficulties in responding to it. (A copy is available from the senior author upon request). There are items to identify background characteristics of the respondent which were reported in Table 1.

Patterson's pointers were converted into 12 statements which the respondent was asked to rank from one (most important) through 12 (least important). Additionally, there were 15 possible future trends related to home-school relationships to which the respondent was asked to indicate no opinion, agreement, or disagreement. These scales are found in the results section.

Design

Standard statistics of a parametric and non parametric as described by Edwards (1960) and Siegel (1956) were employed. The Educational Research Center provided technical assistance for the final data analysis.

Administration of the scales was personally supervised by the present authors. All respondents were given a similar presentation and there is reason to believe they were motivated to share their experiences in order to provide direction to educators.

## RESULTS AND DISCUSSION

Rankings of Pointers

Table 2 summarizes the rankings of the Patterson pointers. An analysis of

Insert Table 2 here

variance procedure, as described by Edwards, was applied, and the obtained F value of 24.99 for repeated measurements was significant at $P > .001$. (It should be noted that items in Table 2 are arranged according to rank order of parental preference, and not as they appeared in the scale). Additionally a W procedure, as described by Edwards and Siegel (1956), was performed, and the obtained coefficient of concordance of .287 was found to be significant at $P > .001$. Both measures seem to verify the same trend of agreement that the ordering of these pointers as reflected in Table 2 is beyond chance. Consequently,

the message this parent sample is giving deserves consideration. That is to say, the most important practices (those with a ranking of between two and six) are:

1. honesty in informing as soon as possible
2. parent needs for information
3. knowing availability of resource
4. a partnership concept
5. a proper and supportive attitude
6. rise of standard English, not jargon

Additional Pointers

Parents were invited to suggest additional pointers, and 19 additional comments were obtained. These are presented in Table 3. It can be seen that

Insert Table 3 here

approximately half tend to reinforce Patterson while the remainder focus specifically on the mentally retarded. Readers of this paper may wish to incorporate those in subsequent reports. It is the present writer's experience that item six in Table 3 is a common experience for parents. This would appear to be a sensitive point for parents and professionals must be aware that they do not devalue the parent. One also notes the concern for a positive viewpoint concerning the retarded as contained in item 2 of the table which states that the retarded can be trained.

Opinions Regarding Future Trends

The data were grouped into categories of agreement vs. disagreement excluding a no opinion in order to test if the resulting proportions were different from a 50-50 chance split. (This procedure was done to conform to standards

defined by Edwards). The results are summarized in Table 4. It appears

Insert Table 4 here

that these parents were most definite in their reactions. Only three items represent a diversity of opinion. (It should be noted that the items in Table 4 are arranged in magnitude of agreement to disagreement and NOT in the order as they appeared in the scale.)

The remaining propositions are significant in that the apparent overuse of agree/strongly agree for some items as well as the overuse of disagree/ strongly disagree categories is beyond a chance distribution according to the Edwards test of population ratios. Implications would seem to be that:

1. These parents are in agreement with prevalent, accepted concepts regarding an early emphasis on a vocational emphasis and training (item 3).

2. These parents appear very tolerant of other parents who are not available for parent conferences (item 11), and these parents do not seem ready for a system which includes the child's physical presence at the conference (item 7).

3. These parents are ready for involvement, and welcome access to information and observational opportunities. (items 1, 2, 4, 5, and 10).

4. These parents are positive in their reactions to special education (items 9 and 13).

5. The response to item 12 reflects a willingness of these parents to share of themselves. If this report has merit, it is that these parents have contributed to our understanding.

6. This study offers minimal guidance as to parental preferences for reporting pupil progress. Analysis of 6, 8, and 14 suggests that these parents are opposed to comparisons to and reporting systems applicable to the normal child. There appears to be some variety of opinion to a comparison to other similar retarded children. In a subsequent survey it would be helpful to add either an open ended question, or an item which says, "I think my child should be compared according to his own profile of strengths and weaknesses".

7. The values of home visits (item 16) and a fellow parent as the best source of advise (item 15) provoke a diversity of opinion.

Background Factors and Rankings of Pointers

Each pointer was cast into an above and below median distribution so that a median test, as described by Edwards, could be made for the variables of relationship to child, program enrollment, child's age, and previous experience with counseling (See Tables 1 and 2).

Pointers two (understand), four (our problem), five (attitudes), six (language), seven (defensive), eight (see both parents), and nine (loyalty to child) and ten (good intentions) failed to meet a .05 level of significance, and thus remain independent of background variables as defined in this study. Relationship of child was found to be significant at beyond the .001 level for only one pointer, item 12, which dealt with professional jealousies. The obtained chi-square of 14.72 was accounted for most by mothers who were more frequently below the median than fathers who valued this trait more highly.

Program enrollment and median position was found related at the .05 level for know your resources (pointer three), just people (pointer eleven), and at the .001 level for jealousies (pointer 12). The implications seem to be that:

1. The residential facilities group seems evenly divided with respect to pointers 3 and 12 and undervalue 11.
2. Parents in the other program categories are consistent in undervaluing these pointers.
3. Public school parents are equally divided on pointer 11 and tend to undervalue pointers 3 and 12.

Age of child was beyond the .01 level for pointers 1 (tell us as soon as possible), know your resources (pointer 3), and pointer 11 (just people) and at the .001 level for jealousies (pointer 12). Implications would seem to be as follows:

1. Parents of school age children undervalue pointers 1, 3, and 11 while divided on pointer 12.
2. Parents of teenagers undervalue pointers 3 and 12, are divided on 11 and mildly prize pointer 1.

It would seem worthwhile to note that previous contact with counseling failed to generate any levels of significance. It would appear that these parents approached these pointers without reference of influence from previous experience.

In some degree of summary, it would appear that age of the retarded person and program enrollment are prime factors in ranking while relationship to child is only modest. Interestingly enough, previous contact with professionals seems of minimal influence.

Background Factors and Trends

Inspection of Table 4 will enable the reader to understand why only three items were found to bear any relationships to background variables. Given the magnitude of the obtained chi-squares, these parents were responding with a conviction beyond background.

Comparing the retarded child to other children of similar condition did not seem to be related to any of the background variables. It would appear that opinion is independent, or related to a highly specific preference.

Program enrollment seems to be the only variable associated with the best source of advice is from a fellow parent. Public school parents seem evenly split while the residential facilities group seems to be doubtful in contrast to the other program category group seems to be most positive for it.

With respect to home visits, it was program enrollment which again was the significant factor. Public school parents and residential facility parents would seem to not prefer the home visit to the conference located in situ while the other program group seems to prefer the home visitation.

## CONCLUSIONS

The following conclusions would seem to merit certain considerations for either the practitioner or the researcher:

1. There is an agreement pattern for the 12 pointers.

2. Parents are definite in their opinions regarding trends in school oriented counseling.

3. Program enrollment of the child and age group of the child rather than relationship to child, or previous contact with counseling, appear to influence parental preferences and opinions.

4. Subsequent studies of this type should focus more specifically on program enrollment and age to more specifically determine their influence. Additionally, there should be efforts directed toward identification of professionals who are perceived as helpful and the qualities which parents most highly prize.

5. The use of the Patterson pointers does appear to be a helpful procedure to identify parental preferences.

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Table 1

Summary of Characteristics of the Sample

| Characteristic | Frequencies |
|---|---|
| Relationship to Child | |
| father | 24 |
| mother | 13 |
| other | 6 |
| Enrolment of Child | |
| Public School | 25 |
| Residencial Facility | 15 |
| Other | 23 |
| Age of Child | |
| School Age (C.A. 3-11) | 27 |
| Adolescence (C.A. 11-20) | 22 |
| Adult (C.A. 21 +) | 14 |
| Previous Experience to Counselling | |
| highly favorable | 10 |
| favorable | 25 |
| neuro | 24 |
| unfavorable | 2 |
| highly unfavorable | 2 |

Table 2
Summary of Median and Mean Rankings
for Twelve Pointers for Professionals

| Pointers | Rankings* | | |
|---|---|---|---|
| | MDN. | MN. | S.D. |
| Tell us the nature of our problem as soon as you know the nature of the problem | 2 | 3.222 | 3.000 |
| Help us to understand our problem (give us the information at our own pace which we need to deal with our problem | 3 | 3.921 | 2.592 |
| Know your resources (have first hand information about the people and agencies who help us | 4 | 4.333 | 2.608 |
| Help us to see this is OUR problem (do not take over for us-support our decisions - help us to explore alternatives) | 5 | 5.619 | 2.802 |
| Remember the importance of attitude - (be objective about our problem, but respect our feelings) | 6 | 6.508 | 2.408 |
| Watch your language - avoid jargon - use terms we can understand | 6 | 6.635 | 3.511 |
| Never put us on the defensive - do not make us justify our past actions - help us to see our present and future tasks | 7 | 7.048 | 2.779 |
| Always see both parents | 7 | 7.048 | 4.041 |
| We are parents and you are professionals; regardless of how objective we may seem, remember, our loyalties are to our child | 7 | 7.286 | 2.813 |
| Recognize our good intentions even though our actions may not meet your standards | 8 | 8.153 | 2.513 |
| Remember, we parents are just people - neither saints, nor sinners | 10 | 8.810 | 2.977 |
| Keep your professional biases and jealousies to yourself | 11 | 9.508 | 2.781 |

* 1 is most important, 2 next most important, etc.

Table 3

Summary of Additional Pointers
Recommended by Parents

| Additional Pointers | | Frequencies |
|---|---|---|
| Category | Specific Pointer | |
| Additional Pointers Related to Patterson | 1. Be honest | 2 |
| | 2. Tell parents all of their child's problems as soon as they are known. | 1 |
| | 3. Refer parents to parent organizations | 2 |
| | 4. Use common language | 1 |
| | 5. Be human - respect children for what they are | 1 |
| | 6. Understand that parents are not necessarily retarded | 1 |
| | 7. Don't make us feel guilty | 1 |
| Additional Pointers | 1. Doctors must be better informed about training for retarded | 2 |
| | 2. Remember that retardates need to be trained not stored away | 4 |
| | 3. Communicate monthly with parents | 1 |
| | 4. Know related problems of retarded | 1 |
| | 5. Learn more about problems of retarded | 1 |
| | 6. Involve parents in planning | 1 |
| | 7. Interest public officials to meet needs of retarded | 1 |

Table 4
Parent Reactions to Future Trends of Parent-Teacher Relationships

| Practice | Opinions | | Value of Chi-Square |
|---|---|---|---|
| | Agreement | Disagreement | |
| 1. Parents should have a say in the decision making for planning for their child | 62 | 0 | 62.00 |
| 2. Professionals should listen to parent information about their child | 62 | 0 | 62.00 |
| 3. Vocational planning should be begun while the child is in the primary grades | 50 | 9 | 28.49 |
| 4. I would like to know my child's I.Q. | 41 | 6 | 26.063 |
| 5. I think it is valuable to observe my child in the classroom | 51 | 4 | 40.163 |
| 6. My child's report card should be like that used in the regular grades | 9 | 40 | 19.612 |
| 7. My child should be present at Parent-Teacher conferences | 6 | 45 | 29.823 |
| 8. I chink my child should be compared to normal children of the same chronological age | 4 | 55 | 44.084 |
| 9. Special Education has done very little for my child | 7 | 43 | 25.920 |
| 10. I think teachers ask too many personal questions | 1 | 50 | 47.078 |
| 11. If parents do not attend Parent-Teacher conferences, the child should be terminated from school | 4 | 54 | 43.104 |
| 12. Filling out questionnaires like this is a waste of time. | 2 | 48 | 42.32 |
| 13. I feel teachers are well informed about my child's conditions | 35 | 20 | 4.090 |
| 14. I think my child should be compared to other children of the same condition | 23 | 32 | 1.472* |
| 15. The best source of advice is from a fellow parent | 23 | 29 | .692* |
| 16. I prefer home visits to school conferences | 20 | 21 | .024* |

* not significant

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# A BEHAVIORAL OBJECTIVES CURRICULUM

# FOR THE

# TRAINABLE MENTALLY HANDICAPPED

Presented to the:

Council for Exceptional Children's
51st Annual International Convention
Dallas, Texas
April 22-28, 1973

Presenters:

Paul P. Kenney, (session leader)
Udell L. Hughes
Ila Griffith
Ralph Anderson

DALLAS: CEC. 4/25/73

# A BEHAVIORAL OBJECTIVES CURRICULUM FOR THE TRAINABLE MENTALLY RETARDED

Program Abstract:

I. Describes efforts to create a checklist of behavioral goals for the instruction of the trainable mentally retarded, and the development of a system for the immediate retrieval of learning objectives and activities compatible with these goals.

II. Describes the uses of the checklist:
   A. An intake evaluation instrument
   B. Select starting points for instruction
   C. Monitor student progress
   D. Evaluate student progress and program

III. Describes the data collection and reporting systems for evaluation and accountability.

IV. Describes the articulation of the public school TMR program with Office of Mental Retardation programs.

Presented by:

Educational Service Unit No. 13
Scottsbluff, Nebraska

| VISUAL | AUDIO |
| --- | --- |
| 1. | I AM PAUL KENNEY. THE TITLE OF OUR PRESENTATION IS--- A BEHAVIORAL OBJECTIVES CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED.<br><br>ALONG WITH MYSELF THREE PEOPLE WILL MAKE OUR PRESENTATION. THEY ARE:<br>--MR. UDELL HUGHES, ADMINISTRATOR OF OUR EDUCATIONAL UNIT.<br>--MRS. ILA GRIFFITH, TEACHER OF OUR TMR PROGRAM.<br>--MR. RALPH ANDERSON, PSYCHOLOGIST, REGION I OFFICE OF MENTAL RETARDATION. |
| 2. | WE ARE FROM SCOTTSBLUFF, NEBRASKA, LOCATED TWENTY-FIVE MILES FROM THE WYOMING BORDER AND A HUNDRED MILES FROM ANY TOWN YOU MIGHT HAVE HEARD OF.<br><br>THE AGENCY WE WORK FOR, EDUCATIONAL SERVICE UNIT NO. 13 IS AN INTERMEDIATE EDUCATIONAL AGENCY. OUR MANDATE IS TO PROVIDE SUPPLEMENTAL SERVICES TO LOCAL SCHOOL DISTRICTS--SERVICES NOT OTHERWISE AVAILABLE TO THEM. |
| 3. | WITHIN OUR SERVICE UNIT ARE 10,000 STUDENTS IN 25 SCHOOL DISTRICTS DISTRIBUTED OVER 1,470 SQUARE MILES. THE COUNTRY IS LONESOME. OUR ITINERANT STAFF USE WINDMILLS FOR NAVIGATION, |

| VISUAL | AUDIO |
| --- | --- |
| 4. | CARRY SURVIVAL GEAR IN WINTER, AND FISHING TACKLE AND RIFLES TO LIVE OFF THE LAND IN THE SUMMER.<br><br>SO MUCH FOR OUR GEOGRAPHIC PLIGHT. I WOULD NOW LIKE YOU TO MEET MR. UDELL HUGHES WHO WILL INTRODUCE THE CURRICULUM.<br><br>MR. UDELL HUGHES. |
| 5. | IN 1969, THE 25 SCHOOL DISTRICTS IN SERVICE UNIT 13 REQUESTED US TO UNDERTAKE THE EDUCATIONAL PROGRAM FOR TRAINABLE MENTALLY HANDICAPPED STUDENTS. IN RESPONSE, WE DEVELOPED A TMH PROGRAM WHICH WE CALL "MERIDIAN" AND ENROLLED OUR FIRST STUDENTS IN 1970.<br><br>WE HAD A UNIQUE OPPORTUNITY -- A CHANCE TO DEVELOP A PROGRAM FROM ITS BEGINNINGS -- WITH NO ANTECEDENT TIES, OR CONSTRAINTS, TO MODIFY OUR THINKING.<br><br>OUR OBJECTIVES SINCE 1969 HAVE BEEN TWO:<br>FIRST, TO DEVELOP A DOCUMENT WHICH GIVES THE TEACHER A SYSTEMATIC WAY OF CONDUCTING AND MONITORING HER INSTRUCTION OF TRAINABLE MENTALLY HANDICAPPED STUDENTS. THE DOCUMENT (1) SHOULD LIST EVERY POSSIBLE AREA OF TRAINING IN DETAIL. (2) IT SHOULD PROVIDE A WAY TO ESTABLISH |

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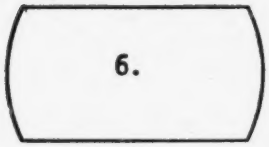
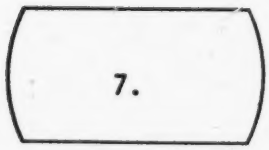
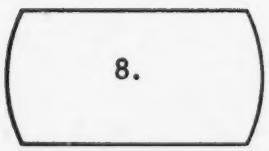
AND RECORD THE BEHAVIORS A STUDENT HAS WHEN HE ENTERS A TRAINING PROGRAM--ENTRY LEVEL BEHAVIORS. (3) IT SHOULD PROVIDE A WAY TO ESTABLISH AND RECORD THE BEHAVIORS THE STUDENT DOES NOT HAVE FOR THE PURPOSE OF LOCATING STARTING POINTS FOR INSTRUCTION. (4) IT SHOULD PROVIDE A WAY TO MONITOR, MEASURE AND REPORT A STUDENT'S PROGRESS OR LACK OF IT. (5) AND FINALLY IT SHOULD PROVIDE DATA FOR PROGRAM EVALUATION AND ACCOUNTABILITY.

OUR SECOND OBJECTIVE IS TO DEVELOP A TMH PROGRAM BASED ON DIAGNOSTIC AND PRESCRIPTIVE INSTRUCTION. AS A WAY OF PILOTING AND OBTAINING DATA ABOUT THIS KIND OF INSTRUCTIONAL MODEL WE ENTERED INTO A TITLE VIb PROJECT--TITLED -- "A DIAGNOSTIC AND PRESCRIPTIVE PROJECT FOR EXCEPTIONAL CHILDREN." DURING THE TWO YEARS THAT THIS PROGRAM HAS RUN, WE LEARNED THAT THE CONCEPT OF DIAGNOSTIC AND PRESCRIPTIVE TEACHING IS FEASIBLE--AND CAN BE APPLIED--TO THE MENTALLY RETARDED AS WELL AS TO OTHER STUDENTS, IF ONE CRITICAL CONDITION IS MET. THE RETRIEVAL OF THE LEARNING OBJECTIVES AND LEARNING ACTIVITIES RELATED TO THE DIAGNOSIS HAVE TO BE IMMEDIATELY ACCESSIBLE TO THE TEACHER. TO EXPECT THE TEACHER TO DEVELOP THESE ON THE SPOT, ENCUMBERED AS SHE IS WITH OTHER DUTIES, IS TO PROGRAM FOR FAILURE.

| VISUAL | AUDIO |
| --- | --- |
|   | THIS IS A SCHEMATIC OF THE TWO PARTS OF OUR CURRICULUM. THE UPPER PART DESIGNATES A CHECKLIST OF BEHAVIORAL GOALS WHICH CHARACTERIZE THE KINDS OF BEHAVIOR WE WISH TO HAVE OUR STUDENTS DEVELOP. THE ENTRIES IN THIS DOCUMENT GIVE US THE DATA ABOUT STUDENTS FOR EVALUATING THEIR PROGRESS AND THE OVERALL PROGRAM.<br><br>THE LOWER PART DESIGNATES THE EDUCATION PRESCRIPTIVE RETRIEVAL SYSTEM OR EPRS WE DEVELOPED UNDER OUR TITLE VI PROJECT. WITHIN IT ARE THE OBJECTIVES AND ACTIVITIES WHICH DESCRIBE THE KINDS OF INSTRUCTION NEEDED TO ACHIEVE THE CHECK LIST GOALS. |
|   | THE CHECKLIST IS A GUIDE AND REFERENCE TO:<br>IDENTIFYING A STUDENT'S NEEDS<br>MONITORING WHETHER OR NOT WE ARE MEETING HIS NEEDS<br>AND - EVALUATING EACH STUDENT'S PROGRESS, AND THE OVERALL PROGRAM. |
|   | THE EPRS IS THE SUPPORT SYSTEM FOR THE CHECKLIST. FROM IT WE PULL THE LEARNING OBJECTIVES AND ACTIVITIES WHICH CLASSIFY THE BEHAVIORS DEFINED, BY THE GOALS, INTO MANAGEABLE INSTRUCTIONAL UNITS.<br><br>AMONG THE REASONS FOR KEEPING THE CHECKLIST AND RETRIEVAL SYSTEM SEPARATE AND NOT TYING ACTIVITIES AND OBJECTIVES DIRECTLY TO THE CHECKLIST IS THAT WE USE THE EPRS FOR CHILDREN OTHER THAN THE MENTALLY RETARDED. IN ENTERING |

VISUAL

AUDIO

CONTENT INTO THE EPRS, WE FIND IT DIFFICULT TO ISOLATE OBJECTIVES AND ACTIVITIES WHICH EXCLUSIVELY APPLY TO THE MENTALLY RETARDED. I IMAGINE THIS IS BECAUSE THE BEHAVIORS OF THE MENTALLY RETARDED LIE ON THE SAME CONTINUUM OF BEHAVIORS AS OURS, AND THEY DIFFER FROM US ONLY IN DEGREE, NOT IN KIND OF BEHAVIOR. WE, THEREFORE, HAVE KEPT THE EPRS OPEN TO RETRIEVE LEARNING OBJECTIVES AND ACTIVITIES WHICH GENERALIZE TO ALL POPULATIONS, WHILE AT THE SAME TIME, MAKE PROVISIONS FOR THE DIFFERENCES IN THE KINDS OF INSTRUCTION WHICH ASSOCIATE WITH SUCH THINGS AS HEARING LOSS, VISUAL IMPAIRMENT, ORTHOPEDIC AND MOTOR HANDICAPS, AND SO FORTH.

I DO NOT WANT YOU TO BELIEVE THAT OUR CURRICULUM IS COMPLETE. WE ARE CURRENTLY UNDERTAKING THE 2nd REVISION OF THE MERIDIAN CHECKLIST AND ARE STILL ENTERING THE OBJECTIVES AND ACTIVITIES WHICH COMPLEMENT THE CHECKLIST INTO THE EPRS.

WITH THIS IN MIND OUR PRESENTATION TODAY WILL BE A COMBINATION OF WHERE WE ARE AND WHERE WE WILL BE. WHEN THE NEXT SPEAKER--MRS. ILA GRIFFITH--TALKS ABOUT THE MERIDIAN CHECKLIST ABOUT LOCATING STUDENTS AT PROPER POINTS OF INSTRUCTION, ABOUT MONITORING PROGRESS AND EVALUATING IT, SHE WILL BE SPEAKING OF WHAT SHE HAS BEEN DOING SINCE 1970. WHEN SHE TALKS ABOUT EDUCATIONAL PRESCRIPTIONS TAILORED TO INDIVIDUALS AND GROUPS, SHE WILL BE SPEAKING ABOUT WHAT IS IN THE HOPPER NOW AND WHAT SHE WILL BE DOING

VISUAL

AUDIO

DURING THE SCHOOL YEAR 1973-74.

ONE MORE REMARK. OTHERS OF OUR STAFF ARE PRESENTING THE TITLE VIb DIAGNOSTIC AND PRESCRIPTIVE PROJECT DURING THE 1:15 to 4:45 FRIDAY AFTERNOON SECTION. WE JUST WANT YOU TO KNOW THAT THIS PROJECT HAS MERIT IN ITS OWN RIGHT.

(Udell steps down -- Paul up.)

Paul.

I'D LIKE YOU TO MEET MRS. ILA GRIFFITH, TEACHER OF THE MERIDIAN PROGRAM.

Ila.

FIRST, I'D LIKE TO TELL YOU ABOUT OUR FACILITIES AND THE PERSONNEL WHO CONDUCT THE INSTRUCTION IN OUR PROGRAM.

THE PROGRAM IS HOUSED IN A LARGE BUILDING ON SIX ACRES OF GROUND AT THE OUTSKIRTS OF TOWN. WE HAVE TWO LARGE CLASSROOMS, A LARGE, ALMOST COMMERCIAL KITCHEN, TWO DINING ROOMS, A LAUNDRY ROOM, A LARGE ROOM SET ASIDE FOR HOME MAKING SKILLS, A LARGE AREA TO BE USED FOR VOCATIONAL DEVELOPMENT, AN ACRE OF PLAYGROUND, AN INSIDE AREA USED FOR PHYSICAL EDUCATION AND MOTOR DEVELOPMENT ACTIVITIES, FOUR ACRES OF GRASS, TREES, AND SHRUBS, AND MILES OF CORRIDORS, HUNDREDS OF WINDOWS AND BELIEVE IT OR NOT, 12 BATHROOMS.

VISUAL

AUDIO

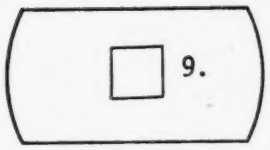
THE INSTRUCTIONAL STAFF IS MADE UP OF: ONE SUPERVISING TEACHER--MYSELF--AND FIVE TEACHER AIDES. IN ADDITION, WE HAVE ONE AIDE WHO, UNDER THE SUPERVISION OF A SPEECH THERAPIST, CONDUCTS DAILY SPEECH AND LANGUAGE DEVELOPMENT SESSIONS FOR SOME SEVENTEEN STUDENTS.

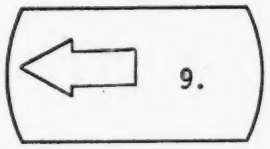
WHEN WE LEFT SCOTTSBLUFF YESTERDAY OUR STUDENT ENROLLMENT WAS 40. THE CHILDREN RANGE IN AGE FROM FIVE THROUGH EIGHTEEN YEARS, AND WE CAN ACCEPT AND WORK WITH STUDENTS FROM FIVE TO TWENTY-ONE.

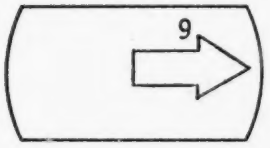
AS SUPERVISING TEACHER MY RESPONSIBILITY IS TO SEE THAT THE STUDENTS ARE PROPERLY PLACED IN THE CURRICULUM AND AT A PROPER LEVEL IN THE CURRICULUM, SELECT THE METHOD OF INSTRUCTION THE AIDES USE, MONITOR THE INSTRUCTION, MONITOR THE STUDENT'S PROGRESS, AND THE THOUSAND AND ONE OTHER THINGS EVERY TEACHER OF THE TRAINABLE MENTALLY HANDICAPPED FINDS HERSELF DOING.

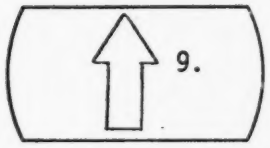
IN CONSIDERING HOW TO BEST DESCRIBE AND DEMONSTRATE OUR BEHAVIORAL OBJECTIVES CURRICULUM WE'VE CHOSEN TO START WITH PIECES AND PUT THEM TOGETHER FOR YOU. WE HOPE WHEN WE'VE FINISHED WE WILL HAVE EXPOSED ITS' PARTS AND THE TOTAL FOR WHAT IT IS AND WHAT IT IS NOT.

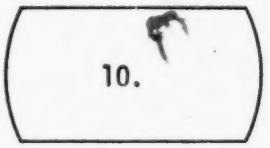
VISUAL

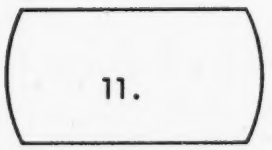



AUDIO

WE USE THE CHECKLIST IN FOUR WAYS:

1. AS AN INTAKE EVALUATION INSTRUMENT TO ESTABLISH ENTRY LEVEL BEHAVIORS--WHAT IT IS THE STUDENT HAS WHEN HE COMES TO US.

2. IT IS USED TO IDENTIFY THE BEHAVIORS A STUDENT DOES NOT HAVE, AND DISPLAYS A BROAD SPECTRUM OF BEHAVIORS FROM WHICH WE CAN SELECT AS STARTING POINTS FOR INSTRUCTION.

3. IT IS USED AS AN INSTRUMENT TO MONITOR STUDENTS' PROGRESS OR LACK OF IT.

4. AND FINALLY IT IS USED TO EVALUATE THE PROGRESS OF THE STUDENTS AND THE OVERALL PROGRAM.

RETURNING TO THE INTAKE EVALUATION -- THE CHECKLIST GIVES US A HIGH DEGREE OF CONFIDENCE IN WHAT WE OBSERVE TO BE THE STUDENTS' INTAKE STATUS. IT IS ESSENTIAL TO KNOW WHAT A CHILD ALREADY DOES BEFORE YOU TRY TO LAY OUT WHAT IT IS YOU ARE GOING TO HAVE HIM LEARN TO DO.

LET ME USE AN EXAMPLE TO DEMONSTRATE HOW THE INTAKE EVALUATION WORKS. WITHIN THE PACKET WE PASSED OUT, THE FIRST SHEET DUPLICATES THE PICTURE ON THE OVERHEAD. IT IS MARKED IN THE UPPER LEFT HAND CORNER WITH THE NAME "GEORGE".

VISUAL

AUDIO

WHAT YOU SEE IS TAKEN DIRECTLY FROM THE MERIDIAN CHECKLIST. THE VARIABLE WE ARE CONCERNED WITH IS INTERPERSONAL RELATIONS, AND THE MAJOR HEADING IS CARE AND SHARING OF PROPERTY.

NOW LET US SIMULATE A STUDENT, EIGHT OR NINE YEARS OF AGE AND CARRY HIM THROUGH A PART OF THE INTAKE EVALUATION.

12.

LET US ASSUME A STUDENT, GEORGE, ENTERS OUR PROGRAM DURING THE FIRST WEEK OF SEPTEMBER. OUR EVALUATION STARTS IMMEDIATELY AND WE ENTER THE DATE 9/72 ON THE LINE IN THE PRE TEST COLUMN WHICH CORRESPONDS TO THE FIRST GOAL -- IDENTIFIES OWN PROPERTY. IN ALL PROBABILITY AT THE SAME TIME WE WOULD ENTER THE SAME DATES ON THE LINES FOR THE SECOND, THIRD, AND FOURTH GOALS. DURING THE NEXT WEEKS THE STUDENT WOULD BE OBSERVED TO DETERMINE WHETHER OR NOT HE HAS THE BEHAVIOR DEFINED BY THESE GOALS.

THE WAY THAT IT IS ENTERED ON YOUR COPY OF THE CHECKLIST, WE WERE SATISFIED, AFTER A PERIOD OF OBSERVATION, THAT GEORGE COULD IDENTIFY HIS OWN PROPERTY. WE ENTER THE DATE 9/72 ON THE LINE UNDER THE COMPLETION DATE COLUMN WHICH CORRESPONDS TO THIS GOAL. IT SEEMS WE WERE ALSO SATISFIED THAT GEORGE HAD THE BEHAVIORS DEFINED UNDER NUMBER TWO AND THREE, CARES FOR OWN PROPERTY/REMINDED AND CARES FOR OWN PROPERTY/NOT REMINDED. IN THE COMPLETION DATE COLUMN AND ON THE LINE CORRESPONDING TO OBJECTIVES TWO AND THREE WE ENTERED THE DATE 9/72.

VISUAL

AUDIO

THE CORRESPONDING DATES -9/72- APPEARING IN THE PRE TEST DATE AND COMPLETION DATE COLUMNS TELL US THAT WHEN GEORGE ENTERED OUR PROGRAM HE ALREADY HAD THESE BEHAVIORS, ENTRY LEVEL BEHAVIORS.

LET'S ASSUME NOW, THAT GEORGE ABUSES THINGS WHICH BELONG TO SOMEONE ELSE, GOAL FOUR, AND NEVER SHARES A THING OF HIS OWN, GOAL FIVE. BUT GEORGE ASKS IN THE MOST POLITE WAYS POSSIBLE, TO BORROW THINGS FROM OTHER STUDENTS, AND AFTER HE BREAKS THEM ALWAYS PROMPTLY RETURNS THEM, GOALS SIX AND SEVEN.

I IMAGINE THE CONSENSUS OF FEELING IN THIS ROOM IS THAT EVEN THOUGH GEORGE DISPLAYS THE BEHAVIORS DEFINED IN GOALS SIX AND SEVEN, WE CAN'T GIVE HIM CREDIT FOR THESE BEHAVIORS UNTIL HE AT LEAST POSSESSES THE BEHAVIORS UNDER GOAL FOUR--CARES FOR OTHERS PROPERTY. THAT WAS OUR INTERPRETATION AND THAT'S THE WAY WE SCORED IT. WE DIDN'T GIVE HIM CREDIT FOR OBJECTIVES FOUR, FIVE AND SIX. WE DID, HOWEVER, ENTER THE PRE TEST DATE, 9/72, FOR GOAL NUMBER FIVE BECAUSE EVEN THOUGH WE ORIGINALLY DID NOT PLAN TO OBSERVE THIS BEHAVIOR, IT CAME UP NATURALLY.

BE-THAT-AS-IT-MAY, THE PROCEDURE WE JUST WENT THROUGH IS EXERCISED FOR EVERY OBJECTIVE IN THE CHECKLIST WHICH IS WITHIN THE STUDENTS DEVELOPMENTAL GRASP. WE CERTAINLY DON'T EVALUATE A FIVE YEAR OLD STUDENTS' ABILITY TO DO ARITHMETIC SUMS OR TELL TIME.

VISUAL

AUDIO

A WORD ABOUT THE INTAKE OBSERVATION PERIOD. BECAUSE OF THE NUMBER OF POSSIBLE BEHAVIOR GOALS TO BE OBSERVED--THERE ARE SOME 315 AT THIS TIME--TWO, THREE OR MORE WEEKS MAY BE REQUIRED TO OBSERVE THEM. IN ADDITION, THE STUDENTS DO NOT EXHIBIT ALL THE BEHAVIORS ON THE CHECKLIST SPONTANEOUSLY, AND WE HAVE TO ELICIT BEHAVIORS BY PRE-ARRANGING CIRCUMSTANCES AND THE ENVIRONMENT.

13.

14.

THE BEGINNING DATE ON THE CHECKLIST IS THE NEXT ITEM FOR DESCRIPTION. USING POOR OLD GEORGE AGAIN, LET'S SUPPOSE THAT AFTER ALL THE INTAKE EVALUATION DATA IS REVIEWED, WE DECIDE THAT THE BEHAVIORS OF GOALS NUMBER FOUR AND FIVE ARE AMONG THE BEHAVIORS WE WANT GEORGE TO LEARN AS SOON AS POSSIBLE.

AT THAT POINT, WE ENTER THE DATE WE BEGIN WORKING ON THESE GOALS UNDER THE BEGINNING DATE COLUMN AND ON THE LINES CORRESPONDING TO OBJECTIVES FOUR AND FIVE. THE DATES WE ENTER ARE, SAY 10/72. WHEN WE LOOK AT THE TWO DATES 9/72 AND 10/72 WE KNOW WHEN WE EVALUATED GEORGE AND HOW MUCH TIME PASSED BEFORE WE STARTED WORKING ON THESE GOALS.

VISUAL

AUDIO

EVERY PROGRAM HAS SUCCESSES, AND THROUGH A COMBINATION OF BEHAVIOR SHAPING, PEER PRESSURES, AND TEACHER LUCK WE MANAGE TO HAVE GEORGE LEARN THAT BEFORE OTHERS WILL SHARE WITH HIM, HE HAS TO CARE FOR THEIR PROPERTY AS HE DOES HIS OWN AND ALSO SHARE WITH OTHERS. AFTER OBSERVING THIS MANIFESTATION OF A MIRACLE FOR A NUMBER OF TIMES AND IN A NUMBER OF SITUATIONS WE ENTER THE DATES GEORGE MASTERED THESE BEHAVIORS. IN THIS CASE WE OPTIMISTICALLY ENTER 11/73.

WE HAVE THREE DATES NOW, PRE TEST DATE, BEGINNING OF INSTRUCTION DATE AND COMPLETION OF INSTRUCTION DATE.

THE FINAL COLUMN--POST TEST DATE--IS AN INDICATOR THAT THE BEHAVIOR THE CHILD ENTERED INTO THE PROGRAM WITH, OR THAT HE LEARNED WITHIN THE PROGRAM, IS A SUSTAINED BEHAVIOR. OUR PROCEDURE IS TO CHECK OUT THESE BEHAVIORS AT THE BEGINNING OF THE SCHOOL YEAR, AND TO LET SIX MONTHS OR MORE PASS BEFORE RE-CHECKING THEM.

15.

IN GEORGES' CASE, HIS CHECKLIST RECORD FOR THE BEHAVIORS WE DISCUSSED WOULD LOOK LIKE THIS--IF HE MAINTAINED THE BEHAVIORS OF OBJECTIVES ONE THROUGH FIVE.

VISUAL

AUDIO

IF AT THE TIME OF POST TESTING, GEORGE HAD REVERTED TO HIS OLD WAYS AND AGAIN STARTED ABUSING OTHER PEOPLES PROPERTIES, WE WOULD ENTER A NEW BEGINNING DATE ABOVE THE PREVIOUSLY RECORDED DATE AND START WORKING ON THIS GOAL ALL OVER AGAIN.

BACKING UP, WE SHOULD TALK A LITTLE MORE ABOUT HOW WE ENTER A STUDENT AT PROPER STARTING POINTS IN THE CURRICULUM. WE REVIEW HIS STRENGTHS AND WEAKNESSES AS INDICATED TO US BY HIS ENTRANCE LEVEL BEHAVIORS. CONSIDERING THE INDIVIDUAL CHILD, SOME OF THESE BEHAVIORS HAVE MORE IMPORTANCE FOR IMMEDIATE FURTHER DEVELOPMENT THAN DO OTHERS.

WE WOULD GIVE PRECEDENCE TO TEACHING A CHILD TO FEED HIMSELF OVER TEACHING HIM TO TIE HIS SHOES, OR TEACHING HIM TO DRESS HIMSELF OVER TEACHING THE DAYS OF THE WEEK. ON THE OTHER HAND, GIVEN A STUDENT WHO LIKED TO SEW AND WHO HAD SOME TALENT IN THAT DIRECTION, WE MAY PURSUE THIS AND DELAY TEACHING HER THE VALUES OF MONEY OR HOW TO USE A WASHING MACHINE.

I THINK THE TIME HAS ARRIVED WHEN WHAT I'LL BE SAYING IS A COMBINATION OF WHAT WE PRESENTLY DO, AND WHAT WE WILL BE DOING THIS COMING FALL SEMESTER.

VISUAL

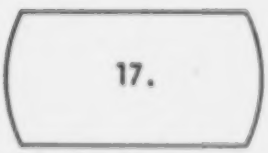
AUDIO

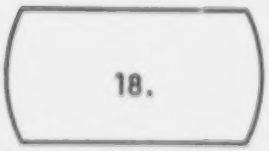
WE WILL CONTINUE TO USE THE BEHAVIORAL GOALS CHECKLIST--REVISED FOR THE 2nd TIME, AND FOR THE BETTER I HOPE--TO ESTABLISH INTAKE LEVELS, FIND STARTING POINTS FOR INSTRUCTION, MONITOR STUDENT PROGRESS, AND TO EVALUATE THE STUDENT AND THE PROGRAM.

BY THE TIME SCHOOL STARTS, WE WILL HAVE A WORKING PART OF THE LEARNING OBJECTIVES AND ACTIVITIES WHICH COMPLEMENT THE CHECKLIST ENTERED INTO THE RETRIEVAL SYSTEM WHICH MR. HUGHES MENTIONED. THIS FORMAT, CHECKLIST AND IMMEDIATE RETRIEVAL OF INSTRUCTIONAL INFORMATION, WILL GIVE US THE CAPABILITY OF COMING TO BETTER GRIPS WITH THE INDIVIDUALIZED INSTRUCTION OF THE STUDENTS AND, WE HOPE, INSURE INCREASING PERCENTAGES OF SUCCESS.

NOW I'D LIKE TO TALK ABOUT WHAT IS IN THE RETRIEVAL SYSTEM AND HOW WE TIE IT INTO THE CHECKLIST AND INSTRUCTION.

IF YOU LOOK AT THE HANDOUT SHEET, THE ONE ON WHICH WE RAN GEORGE THROUGH THE CHECKLIST, THE SECOND PAGE WILL HELP YOU TO FOLLOW ALONG WITH ME. IT LOOKS LIKE THIS.




THE BEHAVIORAL GOAL FROM THE CHECKLIST - IDENTIFIES OWN PROPERTY - IS RETRIEVABLE, IN THREE PARTS FROM THE EPRS. AS DIAGNOSTIC STATEMENTS; AS LEARNING OBJECTIVES KEYED TO THE DIAGNOSTIC STATEMENTS; AND AS ACTIVITIES TO IMPLEMENT THE LEARNING OBJECTIVES WHICH ARE, IN TURN, KEYED TO THOSE OBJECTIVES.

| VISUAL | AUDIO |
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| 19. | FIRST, WE RETRIEVE THE DIAGNOSTIC STATEMENT. IT READS AS: THE STUDENT DOES NOT IDENTIFY HIS OWN PROPERTY. |
| 20. | NEXT WE RETRIEVE THE LEARNING OR ACQUISITION OBJECTIVES WHICH ARE KEYED TO THE DIAGNOSTIC STATEMENT.<br><br>THE OBJECTIVES SHOWN HERE ARE A SAMPLE OF THE NUMBER OF RETRIEVABLE OBJECTIVES. FOR ANY DIAGNOSTIC STATEMENT THERE IS AT LEAST ONE AND AS MANY AS TWELVE ALREADY PREPARED OBJECTIVES. |
| 21. | THE ACTIVITIES WHICH ARE USED TO IMPLEMENT THE OBJECTIVES ARE LIMITED ONLY BY IMAGINATION AND PRACTICALITY. THE ACTIVITIES IN THE EPRS ARE SUGGESTED MODELS OF ACTIVITIES AND CAN BE USED AS THEY ARE OR WITH THE MODIFICATIONS WHICH MAKE THEM USEFUL TO THE PARTICULAR STATUS OF A STUDENT, AND AS MODELS WE HOPE THEY GENERATE OTHER USEFUL ACTIVITIES. THE FOLLOWING ARE SOME SAMPLES OF THESE ACTIVITIES. |

| VISUAL | AUDIO |
| --- | --- |
| 22. | |
| 23. | |
| 24. | |
| 25. | |
| 26. | |
| 27. | |

VISUAL

28.

29.

30.

AUDIO

THE RETRIEVAL FROM THE EPRS IS THEN FORMALIZED AS A WRITTEN EDUCATIONAL PRESCRIPTION. THE FORMAT USED IS FROM THE TITLE VI PROJECT. THIS IS A SAMPLE OF HOW THE STUDENT'S PRESCRIPTION APPEARS. YOU HAVE A COPY IN YOUR PACKET.

THE MECHANICS OF COMBINING AND USING THE BEHAVIORAL GOALS CHECKLIST AND EDUCATIONAL PRESCRIPTION FOLLOWS THIS SEQUENCE.

1. FIRST WE FIND THE STUDENTS ENTRY LEVEL BEHAVIORS AND STARTING POINTS FOR INSTRUCTION ON THE CHECKLIST.
2. USING THE STARTING POINTS OF INSTRUCTION - DEFINED BY THE BEHAVIORAL GOALS - WE ENTER THE EPRS AND RETRIEVE THE DIAGNOSTIC STATEMENTS, OBJECTIVES, AND ACTIVITIES WHICH ARE THE INSTRUCTIONAL COMPLEMENTS OF THESE GOALS. THE ACTUAL RETRIEVAL TAKES AN AVERAGE OF FORTY MINUTES.
3. THE WRITTEN CONTENTS - THE DIAGNOSTIC STATEMENTS, OBJECTIVES AND ACTIVITIES - ARE THEN TYPED AND PREPARED AS AN EDUCATIONAL PRESCRIPTION.
4. THE PRESCRIPTION AND THE BEHAVIORAL CHECKLIST ARE PUT INTO A NOTEBOOK - ONE FOR EACH CHILD.
5. INSTRUCTION BEGINS ON THE PRESCRIBED LEARNING OBJECTIVES AND CONTINUES UNTIL THE OBJECTIVES ARE ATTAINED.
6. AT THAT TIME A PERIOD OF OBSERVATION BEGINS TO DETERMINE WHETHER OR NOT THE BEHAVIORS LEARNED THROUGH ATTAINING THE INCREMENTED OBJECTIVES ARE CHARACTERIZED IN EVERYDAY BEHAVIOR OF THE STUDENT.

VISUAL

AUDIO

7. IF THEY ARE - THE STUDENT CONSISTENTLY DOES CHARACTERIZE THE BEHAVIOR DEFINED BY THE BEHAVIORAL GOAL - THEN THE COMPLETION DATE FOR THAT BEHAVIOR IS ENTERED INTO HIS CHECKLIST. EXIT FOR THAT BEHAVIOR UNTIL POST TEST TIME.

IF THE STUDENT DOES NOT CHARACTERIZE THE BEHAVIOR IN HIS EVERY DAY BEHAVIOR, WE RETURN TO THE PRESCRIPTION AND CONTINUE IT, OR IF INDICATED, MODIFY IT.

I KNOW WHAT YOU'RE THINKING ABOUT RIGHT NOW. YOU'RE THINKING, "WHAT USE IS IT TO WRITE INDIVIDUAL PRESCRIPTIONS FOR INDIVIDUAL STUDENTS WHEN MANY OF THEM WILL HAVE THE SAME THINGS TO LEARN, AT THE SAME TIME, AND USING THE SAME METHODS OF INSTRUCTION?" WE WENT THROUGH THAT FOR TWO YEARS, AND YOU'RE RIGHT; IT IS A FRUITLESS EXERCISE. THE TIME INVOLVED IN PREPARING THESE REPETITIONS FOR AN INDIVIDUAL STUDENT IS JUST NOT WORTH IT.

WHAT WE DO IS FOLLOW THE MEDICAL MODEL. JUST AS SALK VACCINE PREVENTS DIFFERENT FORMS OF POLIO, AND PENICILLIN IS USED FOR A VARIETY OF AILMENTS, ONE EDUCATIONAL PRESCRIPTION CAN BE USED FOR GROUPS OF STUDENTS.

VISUAL

AUDIO

FOLLOWING THIS MODEL WE IDENTIFY THOSE CHILDREN WHOSE EDUCATIONAL NEEDS FOLLOW THE SAME PATTERNS OF BEHAVIOR AND WRITE A PRESCRIPTION WHICH TREATS THESE PATTERNS. IN A GROUP OF SAY SIX CHILDREN AT ANY ONE TIME, EACH CHILD IN THE GROUP IS WORKING TO ACHIEVE THE SAME BEHAVIORAL GOAL, AND EACH CHILD MAY BE WORKING ON A DIFFERENT LEVEL OF THE SAME OBJECTIVE TO REACH THESE GOALS. THE TREATMENTS OR ACTIVITIES RELATED TO THIS OBJECTIVE CLUSTER IN FORM AND KIND SO THAT THE ACTUAL INSTRUCTION IS MANAGEABLE BY THE TEACHER. THE OUTCOME IS THAT ANY PARTICULAR CHILD MAY BE LISTED AS A PARTICIPATING STUDENT IN THREE OR FOUR GROUP PRESCRIPTIONS, BUT THOSE BEHAVIOR NEEDS WHICH ARE HIS INDIVIDUALLY, ARE TREATED UNDER HIS INDIVIDUAL PRESCRIPTIONS.

Ila steps down.

Paul up.

WE DEBATED LONG AND HARD ABOUT THIS NEXT SECTION OF THE PROGRAM. WHAT WE WOULD INCLUDE AND HOW WE COULD PRESENT AN OVERVIEW OF THE CHECKLIST AND THE EPRS WITHOUT GETTING INTO THE KINDS OF DETAIL WHICH, IF WE WERE IN THE AUDIENCE, WOULD TURN US OFF. WE TRIED, AND MR. HUGHES WILL RUN IT THROUGH FOR YOU, AND NOT PAST YOU, I HOPE.

Paul steps down.

Udell up.

VISUAL

AUDIO

DURING WHAT HAS ALREADY BEEN SAID, WE HAVE SEVERAL TIMES MENTIONED THAT THE CHECKLIST IS UNDERGOING ITS SECOND REVISION. RATHER THAN SPECIFYING THE REASONS FOR THIS REVISION, I'LL JUST BROADLY STATE THAT WE HAVE FOUND PART OF IT TO BE ILLOGICAL AND UNMANAGEABLE WITH RESPECT TO MEASUREMENT AND EVALUATION.

I HOPE YOU'LL FORGIVE US FOR SHOWING YOU OUR MISTAKES, BUT WE JUST DID NOT HAVE THE TIME TO HAVE THE CORRECTIONS PREPARED FOR THIS PRESENTATION.

31.

PRESENTLY, THE CHECKLIST IS DIVIDED INTO FIVE CATEGORIES TITLED:

SELF MANAGEMENT. COMMUNICATIONS. INTERPERSONAL RELATIONS. ENVIRONMENTAL STRUCTURE, AND ENVIRONMENTAL ACCESS.

32.

"SELF MANAGEMENT" WAS CREATED TO ENCOMPASS BEHAVIORS RELATED TO MAINTAINING THE BODY AND ITS PROJECTION IN CONGRUENCE WITH THE VALUES OF MIDDLE-CLASS SOCIETY.

33.

FOR EXAMPLE, IN THIS CATEGORY WE INCLUDED THINGS SUCH AS TOILETING, SELF FEEDING, DRESSING, CLOTHES-SELECTION AND HEALTH CARE. THE 2nd REVISION WILL PUT CLOTHES SELECTION AND MAINTENANCE, NUTRITION AND OTHERS INTO DIFFERENT CATEGORIES.

| VISUAL | AUDIO |
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| 34. | WE DEFINED "COMMUNICATION," AS ENCOMPASSING LANGUAGE BEHAVIORS OF EXPRESSION AND RECEPTION. |
| 35. | INCLUDED IN THIS CATEGORY ARE THESE MAJOR COMPONENTS. |
| 36. | WE TRIED TO PUT BEHAVIORS WHICH RELATE TO MAINTAINING THE SELF IN ACCEPTABLE INTERACTION WITH MIDDLE CLASS SOCIAL VALUES IN "INTERPERSONAL RELATIONS." |
| 37. | AS WE REVIEW IT NOW WE ARE NOT PLEASED WITH EVERYTHING WE PUT INTO THIS CATEGORY. |
| 38. | IN "ENVIRONMENTAL STRUCTURE", WE TRIED TO INCLUDE BEHAVIORS RELATING TO CULTURE TRANSFER. IN OUR EFFORT TO KEEP THE NUMBER OF CATEGORIES SMALL, |
| 39. | WE INCLUDED SOME THINGS WHICH OBVIOUSLY BELONG ELSEWHERE. |
| 40. | "ENVIRONMENTAL ACCESS" CONTAINED BEHAVIORS WHICH RELATE TO THE KINDS OF KNOWLEDGE A PERSON MUST HAVE TO PARTICIPATE IN CULTURAL OR SOCIAL RESOURCES. |
| 41. | IT SEEMS TO US THAT THE LAST TWO CATEGORY TITLES ARE INAPPROPRIATE TO THE MAJOR HEADINGS IN THEM, AND FURTHER, WE'RE GOING TO REDISTRIBUTE THESE CONTENTS TO OTHER CATEGORIES. |

| VISUAL | AUDIO |
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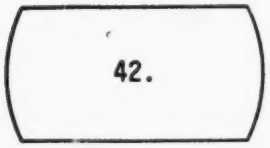
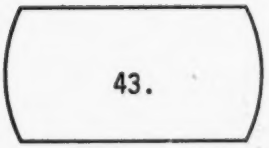
|   | UNDER EACH CATEGORY THE CHECKLIST IS SUBDIVIDED INTO MAJOR HEADINGS. IN THIS CASE "CARE AND SHARING OF PROPERTY" AND "TABLE MANNERS" ARE MAJOR HEADINGS. IN ALL, THERE ARE FIFTY-TWO MAJOR HEADINGS UNDER THE FIVE CATEGORIES. EACH MAJOR HEADING IS FURTHER SUBDIVIDED INTO BEHAVIORAL GOALS - THE REAL HEART OF THE CHECKLIST. THERE ARE SOME THREE HUNDRED FIFTEEN OF THESE GOALS IN THE PRESENT LIST, SOME GOOD AND OTHERS WE RECOGNIZE AS NOT SO GOOD. |
|   | THE BEHAVIORAL GOALS ALL DISTRIBUTE AMONG THE CATEGORIES IN THIS WAY. |
| | YOU'LL NOTICE WE'VE ADDED A NEW CATEGORY, "EMPLOYMENT." MUCH OF WHAT WAS IN "ENVIRONMENTAL STRUCTURE" BELONGS IN A CATEGORY LIKE THIS. |
| | LOOKING AT THE PERCENTAGES OF BEHAVIORAL GOALS UNDER EACH CATEGORY, WE WERE STRUCK WITH THE 8% GIVEN TO "COMMUNICATIONS" AND THE 8% GIVEN TO "EMPLOYMENT." |
| | OUR EXPERIENCE IS, AS I'M SURE YOURS HAS BEEN THAT ONE OF THE MOST CRITICAL AREAS IN HABILITATION OF THE MENTALLY RETARDED IS IN THE AREA OF "COMMUNICATIONS," SPEAKING, LISTENING, READING AND WRITING. YOU WILL AGREE TOO, THAT, FOR SOME, TRAINING FOR FUTURE EMPLOYMENT IS ALSO A HIGH PRIORITY ITEM. |

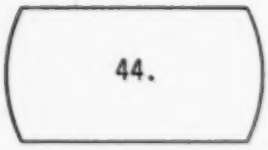
VISUAL

AUDIO

IT CAME AS A SHOCK TO US, WHEN WE GOT AROUND TO COMPUTING THESE PERCENTAGES, THAT OF THE TOTAL CURRICULUM, WE WERE GIVING SO LITTLE ATTENTION TO THESE CRITICAL PRIORITY AREAS. THIS SIMPLE COMPUTATION WAS ANOTHER SPUR TOWARD AN IMMEDIATE REVISION OF THE CHECKLIST.

ALTHOUGH I HAVE BEEN DOWN GRADING WHAT IS CONTAINED IN THE CHECKLIST, THE BULK OF IT IS PERTINENT TO ITS PURPOSE AND IN DIFFERENTIATING CONTENTS FROM SYSTEM, I'D LIKE TO SAY THAT THE SYSTEM WORKS, AND CAN WORK SMOOTHLY.

MRS. GRIFFITH HAS EXPOSED YOU TO THE INNER WORKINGS OF THE EPRS, AND FOR A FEW MINUTES I'D LIKE TO FURTHER DESCRIBE THIS SYSTEM AND HOW RETRIEVAL FOR MENTAL RETARDATION FITS INTO IT.




THE EPRS IS, OR WILL BE, DIVIDED INTO THE AREAS DISPLAYED ON THIS CUBE. USING THESE CATEGORIES, WE HOPE TO BE ABLE TO RETRIEVE FOR ALMOST ANY HANDICAP OR PROBLEM ENCOUNTERED IN SCHOOL.

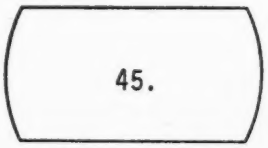
AS MENTICNED BEFORE, WHEN WE STARTED INSERTING INFORMATION WHICH RELATES EXCLUSIVELY TO THE MENTALLY RETARDED WE FOUND IT VERY DIFFICULT TO IDENTIFY THESE KINDS OF BEHAVIORS.

VISUAL

AUDIO

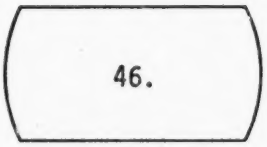
WHAT WE HAVE DONE IS TO PLACE UNDER THE CATEGORY "FUNCTIONAL" THE KINDS OF BEHAVIOR WHICH DO NOT FIT INTO THE OTHER CATEGORIES.

FOR EXAMPLE:




THESE KINDS OF BEHAVIORS ARE SO EMBEDDED IN CHILD REARING PRACTICES AND GENERAL INCIDENTAL LEARNING THAT THEY CAN BEST BE DEFINED BY EXCLUDING THEM FROM OTHER CATEGORIES.

WHEN WE RETRIEVE FOR OTHER BEHAVIORS WHICH ENTER INTO THE EDUCATIONAL PROGRAM FOR THE RETARDED, WE LOOK UNDER THOSE CATEGORIES WHICH GIVE DEFINITION TO THE BEHAVIORS. FOR EXAMPLE, "CLOTHES SELECTION AND MAINTENANCE", AND "NUTRITION" ARE RETRIEVED UNDER HOME ECONOMICS IN THE CATEGORY HEALTH AND P.E.. "READING" IS IN THE LANGUAGE ARTS. "SPEECH AND LANGUAGE DEVELOPMENT" ARE RETRIEVED UNDER COMMUNICATIONS. WE HAVE MADE THE EPRS AS GENERIC AS WE CAN AND IN SO DOING WE HAVE AVOIDED REPEATING INFORMATION THAT IS NEEDED WHEN EACH KIND OF HANDICAP IS TREATED AS A CLOSED SYSTEM. YOU ARE FAMILIAR WITH CLOSED SYSTEM CURRICULUMS UNDER THE TITLES: "CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED," "CURRICULUM FOR THE EDUCABLE MENTALLY HANDICAPPED," "CURRICULUM FOR THE ACOUSTICALLY HANDICAPPED", "CURRICULUM FOR THE EMOTIONALLY DISTURBED", AND SO FORTH




Udell steps down.

Paul up.

VISUAL

47.

48.

AUDIO

MY PART IN THIS IS TO DESCRIBE THE BASIC THINGS WE DO IN EVALUATING EACH STUDENTS' PROGRESS AND IN EVALUATING THE OVERALL PROGRAM.

AT THE END OF THE SCHOOL YEAR WE GO THROUGH EACH STUDENTS' BEHAVIORAL CHECKLIST, AND ABSTRACT FROM IT THE KIND OF DATA PRESENTED HERE.

THE FIRST COLUMN SHOWS THE SIX CATEGORIES OF BEHAVIOR INTO WHICH THE CHECKLIST IS CURRENTLY DIVIDED. THE ROWS TELL US:

1. THE NUMBER OF ENTRY LEVEL BEHAVIORS THE STUDENT HAD IN THIS CATEGORY. TWENTY-FIVE IN SELF MANAGEMENT.
2. DURING 1970-71 HE MASTERED THREE BEHAVIORS OR 3% OF THE TOTAL BEHAVIORS IN THE CATEGORY. DURING 1971-72 HE MASTERED 5 BEHAVIORS OR 5%; AND DURING 1972-73, 9 BEHAVIORS OR 8% OF THE TOTAL.
3. THERE ARE 67 BEHAVIORS, OR 54%, OF THE BEHAVIORS IN THE CATEGORY HE HAS YET TO MASTER.
4. IN THIS CATEGORY THERE ARE 109 BEHAVIORAL GOALS AND
5. THE CATEGORY TOTAL TELLS US THAT HE HAS ACQUIRED 17 BEHAVIORS, OR 16%, OF THE TOTAL BEHAVIORS DURING THREE YEARS OF INSTRUCTION.

THE SAME INFORMATION IS GATHERED FOR THE OTHER FIVE CATEGORIES, AN[illegible] EACH STUDENT.

| VISUAL | AUDIO |
| --- | --- |
| 49. | WE TAKE THIS INFORMATION AND TRANSLATE IT INTO GRAPH FORM. THIS IS OUR REPORT CARD TO THE PARENTS. WE USE THE PERCENTAGES RECORDED ON THE STUDENT DATA GATHERING SHEET TO DETERMINE WHERE THE ENDS OF THE BARS ARE PLACED. "START" INDICATES THE PERCENTAGES OF ENTRY LEVEL BEHAVIORS, AND THE PERCENTAGE INCREASES ARE SHOWN FOR THE YEARS 1970 - THROUGH - 1973. WE FEEL THIS REPORT CARD IS A RATHER REVEALING DOCUMENT; BOTH TO THE PARENTS AND TO OURSELVES. |
| 50. | IN ORDER TO EVALUATE THE TOTAL PROGRAM, WE TAKE THE INFORMATION FROM EACH STUDENT'S EVALUATION GATHERING FORM AND SUMMARIZE IT. THE PROGRAM EVALUATION FORM REPORTS THE COMBINED DATA ACCUMULATED ON EACH STUDENT. |
| | THE SIX CATEGORIES ARE SHOWN. THE ENTRY LEVEL BEHAVIORS ARE TOTALED FOR THE NUMBER OF STUDENTS WHO HAVE BEEN IN THE CATEGORY AND A MEAN FIGURE COMPUTED. FOR 35 STUDENTS AND FOR THREE YEARS - THE AVERAGE BEHAVIORS ON THE CHECKLIST WAS 31 IN SELF MANAGEMENT. |
| | WE DO THE SAME THING FOR THE BEHAVIORS ACQUIRED EACH YEAR. IN 1970-71, 30 STUDENTS ACQUIRED AN AVERAGE OF 9.1 BEHAVIORS. IN 1971-72, THIRTY-TWO STUDENTS ACQUIRED AN AVERAGE OF 9.8 BEHAVIORS AND IN 72-73, THIRTY-FIVE STUDENTS LEARNED AN AVERAGE OF 14.6 BEHAVIORS. IF YOU LOOK AT THE EMPLOYMENT CATEGORY WHICH CONTAINS PRE VOCATIONAL AND VOCATIONAL TRAINING YOU WILL SEE WE'RE NOT DOING SO GOOD THERE. |

VISUAL

AUDIO

THE END OF THE ROW SUMMARIZES THE TOTAL NUMBER OF BEHAVIORS LEARNED IN THIS CATEGORY IN THREE YEARS AND ALSO GIVES A MEAN FIGURE FOR THE LARGEST NUMBER OF STUDENTS WHO HAVE HAD INSTRUCTION IN THIS CATEGORY.

THE COLUMNS SUMMARIZE THE CUMULATIVE BEHAVIORS THE STUDENTS ENTERED WITH AND THOSE THEY ACQUIRED IN INSTRUCTION FOR ALL SIX CATEGORIES OF BEHAVIORS. THE MEAN FIGURE IS DETERMINED BY DIVIDING THE TOTAL FOR EACH YEAR BY THE LARGEST NUMBER OF STUDENTS IN A CATEGORY, IN THIS CASE, 35 STUDENTS.

WE TAKE THESE DATA AND TRANSLATE THEM INTO BAR GRAPHS.

51.

HERE IS HOW WE'RE DOING IN THE CATEGORY SELF MANAGEMENT. IT LOOKS LIKE THE STUDENTS COME TO US WITH A LOT OF OUR WORK ALREADY DONE - 31% OF IT ON THE AVERAGE.

52.

WE'VE BEEN DOING BETTER IN COMMUNICATIONS SINCE WE EMPLOYED A FULL TIME PERSON TO CONDUCT DAILY LANGUAGE AND SPEECH DEVELOPMENT.

| VISUAL | AUDIO |
| --- | --- |
| 53. | INTERPERSONAL RELATIONS |
| 54. | ENVIRONMENTAL STRUCTURE |
| 55. | ENVIRONMENTAL ACCESS |
| 56. | AND THE REAL BUMMER - EMPLOYMENT. |
| | IN DEFENSE LET ME SAY THAT WE ARE GEARING UP TO DO SOMETHING ABOUT THIS. REVEALING, ISN'T IT? |
| 57. | FINALLY, WE TAKE THE TOTALS OF ALL THE BEHAVIORAL GOALS ACQUIRED FOR THE NUMBER OF YEARS OUR PROGRAM HAS BEEN IN OPERATION AND DISPLAY THEM. IT LOOKS TO US THAT AS A PROGRAM WE'RE GETTING BETTER AT WHAT WE'RE SUPPOSED TO BE DOING - OR - WE'RE GETTING BETTER AT CAPITALIZING ON THE STUDENTS' MATURATION. IN EITHER CASE - WE TAKE CREDIT FOR GAINS. |
| | WE USE THESE GRAPHS AND FIGURES TO REVIEW EACH STUDENT'S PROGRESS AND THE OVERALL PROGRAM. WE ADJUST, MODIFY, CHANGE AND REVISE ACCORDING TO WHAT THEY TELL US. |

VISUAL

AUDIO

IN ADDITION WE SEND THESE GRAPHS AND FIGURES TO THE STATE DEPARTMENT OF EDUCATION AS DOCUMENTS OF STUDENT AND PROGRAM ACCOUNTABILITY.

A FINAL WORD ON MY PART. THE DATA CONCERNING STUDENTS THAT YOU'VE JUST SEEN IS ACCEPTED BY THE STATE DEPARTMENT OF EDUCATION IN LIEU OF PERIODIC PSYCHOMETRIC MEASUREMENTS. WE ARE ALSO ABLE TO ENTER A STUDENT INTO OUR PROGRAM ON THE BASIS OF THE STATUS OF HIS ENTRY LEVEL BEHAVIORS AND DO NOT HAVE TO HAVE AN IQ SCORE.

I'D NOW LIKE YOU TO MEET MR. RALPH ANDERSON WHO WILL TALK ABOUT THE ARTICULATION OF EDUCATION AND OFFICE OF MENTAL RETARDATION PROGRAMS.

Paul down.

Ralph up.

ENTITIES HAVE CONTENT, BUT THEY ALSO HAVE EDGES. THE PREVIOUS PRESENTATIONS HAVE GIVEN A GOOD DESCRIPTION OF THE CONTENT OF THE MERIDIAN PROGRAM. I WOULD LIKE TO TALK NOW A BIT ABOUT SOME OF THE EDGES.

MOST STATES HAVE LAWS DEFINING THE RESPONSIBILITY FOR EDUCATING THE CITIZENS. IN THE SPECIAL EDUCATION AREA THESE LAWS GENERALLY ARE STATED IN TERMS OF AGE AND INTELLIGENCE, AS MEASURED BY THE STANDARD I.Q. TESTS.

VISUAL

58.

AUDIO

NEBRASKA IS NO EXCEPTION. WE HAVE DEFINED AREAS OF CONCERN ALONG AGE AND I.Q. FOR 3 AGENCIES: THE SCHOOLS, WITH THE EMH PROGRAMS; THE TMH PROGRAMS WHICH ARE GENERALLY HANDLED BY THE ESU'S; AND THE OFFICE OF MENTAL RETARDATION.

OMR, FOR WHOM I WORK, IS RESPONSIBLE FOR THE CLEAR AREA. SERVING THOSE PEOPLE: 1) WITH IQ'S LESS THAN 85 AND WHO ARE LESS THAN 5 YEARS OLD (GENERALLY WE WAIT UNTIL THE CHILD IS ABOVE 2 YEARS BEFORE WE BEGIN TRAINING), 2) WITH IQ'S LESS THAN 30, BETWEEN THE AGES 5-21 (OR CHILDREN WHO HAVE BEEN EXCLUDED FROM A PUBLIC SCHOOL PROGRAM), AND 3) WITH IQ'S LESS THAN 85 AND OVER 21 YEARS OLD. THIS IS ALL CLEARLY DEFINED. THE EDGES ARE SHARP.

BUT WE DON'T TRAIN ON AN IQ OR AGE CONTINUUM. WE TRAIN ON A BEHAVIOR CONTINUUM. WHEN WE LOOK AT THE EDGES OF THE ABOVE DIAGRAM THINKING ABOUT ARTICULATION BETWEEN PROGRAMS WITH REFERENCE TO BEHAVIORS, IT BECOMES BLURRED.

59.

OUR PROBLEM THEN IS TO MORE CLEARLY DEFINE THE TRANSFER OF CLIENTS BETWEEN PROGRAMS WITH REFERENCE TO BEHAVIORS LEARNED.

THE OFFICE OF MENTAL RETARDATION HAS A CLIENT PROGRESS SYSTEM WHICH HAS VERY SIMILAR BEHAVIORS AS THE MERIDIAN CHECKLIST: BOTH SYSTEMS HAVING A COMMON ANCESTRY. REGION I OFFICE OF MENTAL RETARDATION HAS A CHILD DEVELOPMENT CENTER IN GERING, NEBRASKA, ABOUT 5 MILES FROM SCOTTSBLUFF, WHICH PRIMARILY SERVES PRESCHOOL CHILDREN. THE CHILD DEVELOPMENT CENTER

VISUAL

AUDIO

HAS, THIS PAST YEAR, BEGUN TRAINING THEIR CHILDREN ON THE BEHAVIORS OF THE CLIENT PROGRESS SYSTEM MUCH THE SAME WAY AS MERIDIAN OPERATES. MANY OF THESE CHILDREN WILL BE CANDIDATES FOR THE MERIDIAN PROGRAM AS THEY BECOME OLDER.

THE PROBLEM THEN BECOMES ONE OF ARRANGING FOR A SMOOTH TRANSFER FOR THE CHILD FROM ONE PROGRAM TO ANOTHER. TRANSFER THAT MAXIMIZES THE AMOUNT OF ACCURATE INFORMATION ABOUT WHAT SKILLS THE CHILD POSSESSES, AND MINIMIZES THE OVERLAP OF PROGRAMMING FOR THE CHILD. SHARPENING UP THE EDGES, SO TO SPEAK.

60.

THIS IS A COPY OF THE CPS REPORT FORM AS REVISED BY THE REGION I OFFICE. EACH NUMBER ON THE LEFT REFERS TO A LADDER OR GENERAL BEHAVIOR. EACH NUMBERED RECTANGULAR BOX TO THE RIGHT REFERS TO A MORE SPECIFIC BEHAVIOR UNDER THE GENERAL CATEGORY. THE BEHAVIORS ARE ARRANGED SO THAT THE TOTAL BEHAVIORS IN A CATEGORY EQUALS 100%, AND SUBDIVIDED SO THAT EACH BEHAVIOR REPRESENTS ITS PERCENTAGE OF THE TOTAL.

FOR THE SAKE OF BETTER VISIBILITY WE HAVE TAKEN THE RELEVANT PORTIONS OF THE REPORT FORM AND ENLARGED THEM. THE VISUALS WILL BE ON THIS ENLARGED FORM, BUT THE HANDOUT IS STILL IN THE ORIGINAL FORM.

| VISUAL | AUDIO |
| --- | --- |
| | I GAVE A BLANK COPY OF THIS FORM TO THE DIRECTOR OF THE CHILD DEVELOPMENT CENTER, AND ASKED HER TO SHADE IN THOSE BEHAVIORS THAT SHE WOULD LIKE A CHILD TO HAVE BEFORE HE WAS GRADUATED FROM THE DEVELOPMENT CENTER TO MERIDIAN. |
| 61. | THIS IS THE RESULTING PROFILE. NATURALLY, GIVEN THE AGES INVOLVED, THE BEHAVIORS ARE PRIMARILY THOSE AT THE LOWER END OF THE SCALE THAT EMPHASIZE FUNCTIONAL SKILLS. |
| 62. | THE SAME REQUEST WAS MADE OF MRS. GRIFFITH CONCERNING DESIRED BEHAVIORS FOR ENTRY INTO MERIDIAN. HERE AGAIN, THE BEHAVIORS INVOLVED ARE THE EARLY FUNCTIONAL SKILLS. |
| 63. | AS IS THE CASE WITH ANY TWO AGENCIES, PROGRAMS, PEOPLE, OR WHATEVER, THERE ARE DIFFERENCES INVOLVED. THERE WERE A TOTAL OF 22 MISARTICULATED BEHAVIORS. EACH PROGRAM HAS 11 MORE DESIRED BEHAVIORS THAN THE OTHER PROGRAM. |
| | A CONFERENCE WAS SET UP AND THE BEHAVIORS INVOLVED WERE DISCUSSED TO DETERMINE WHICH BEHAVIORS WERE NEEDED FOR ENTRY INTO MERIDIAN AND WHICH WERE BETTER TAUGHT AFTER ENTRY. |
| 64. | THE RESULTING PROFILE MAKES THE TRANSFER OF CLIENTS BETWEEN THESE TWO PROGRAMS MUCH MORE SMOOTH, AS WELL AS GIVING THE |

VISUAL

AUDIO

CHILD DEVELOPMENT CENTER A BETTER IDEA OF GOALS TO WORK TOWARD. AS WITH THE MERIDIAN REPORTS TO THE STATE DEPARTMENT OF EDUCATION, OUR ENERGIES ARE NOW DIRECTED TO THE RELEVANT POINT IN TRAINING THE RETARDED, THE BEHAVIORS THAT THE PERSON HAS OR LACKS, NOT SOME ABSTRACT SCORE.

(Ad. Lib.: Simplicity of process - seldom done)

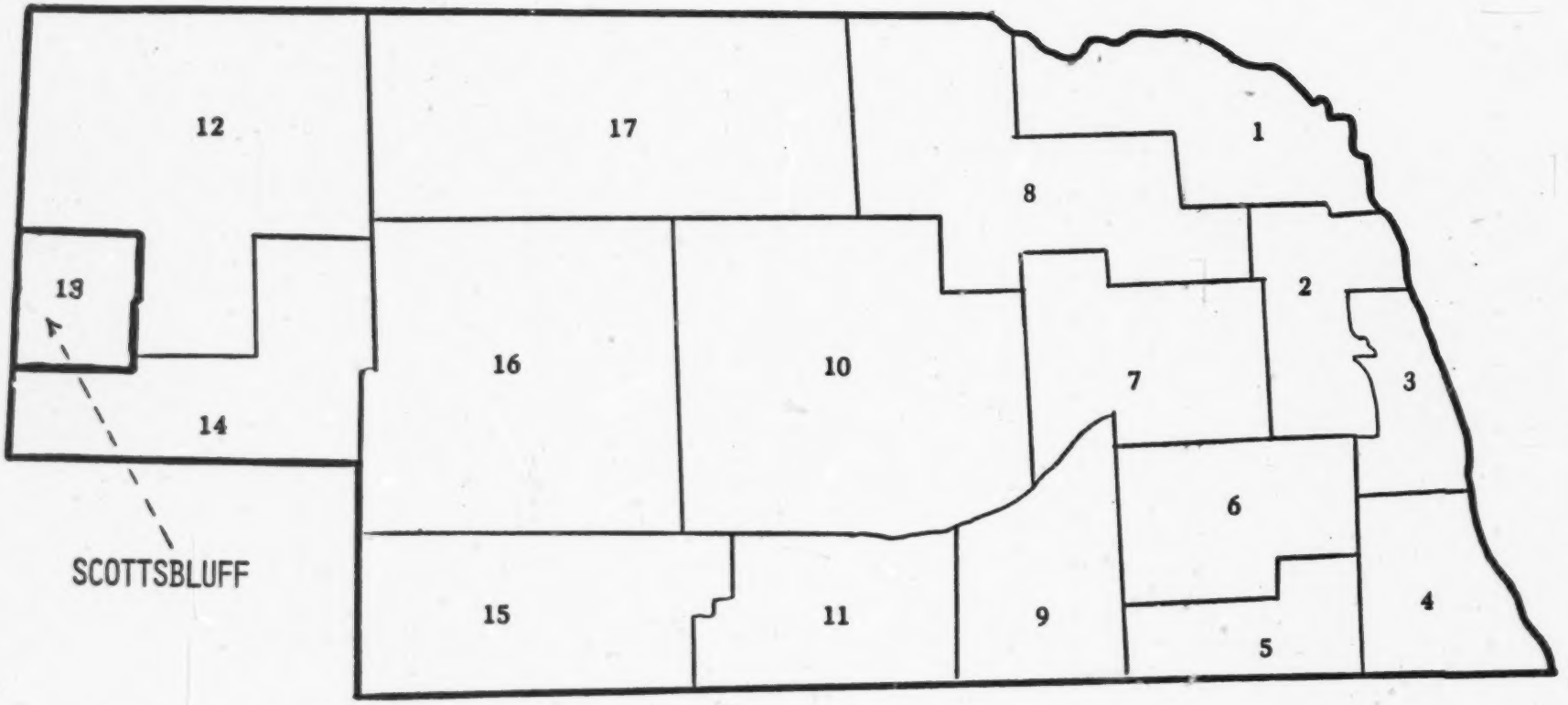
65.

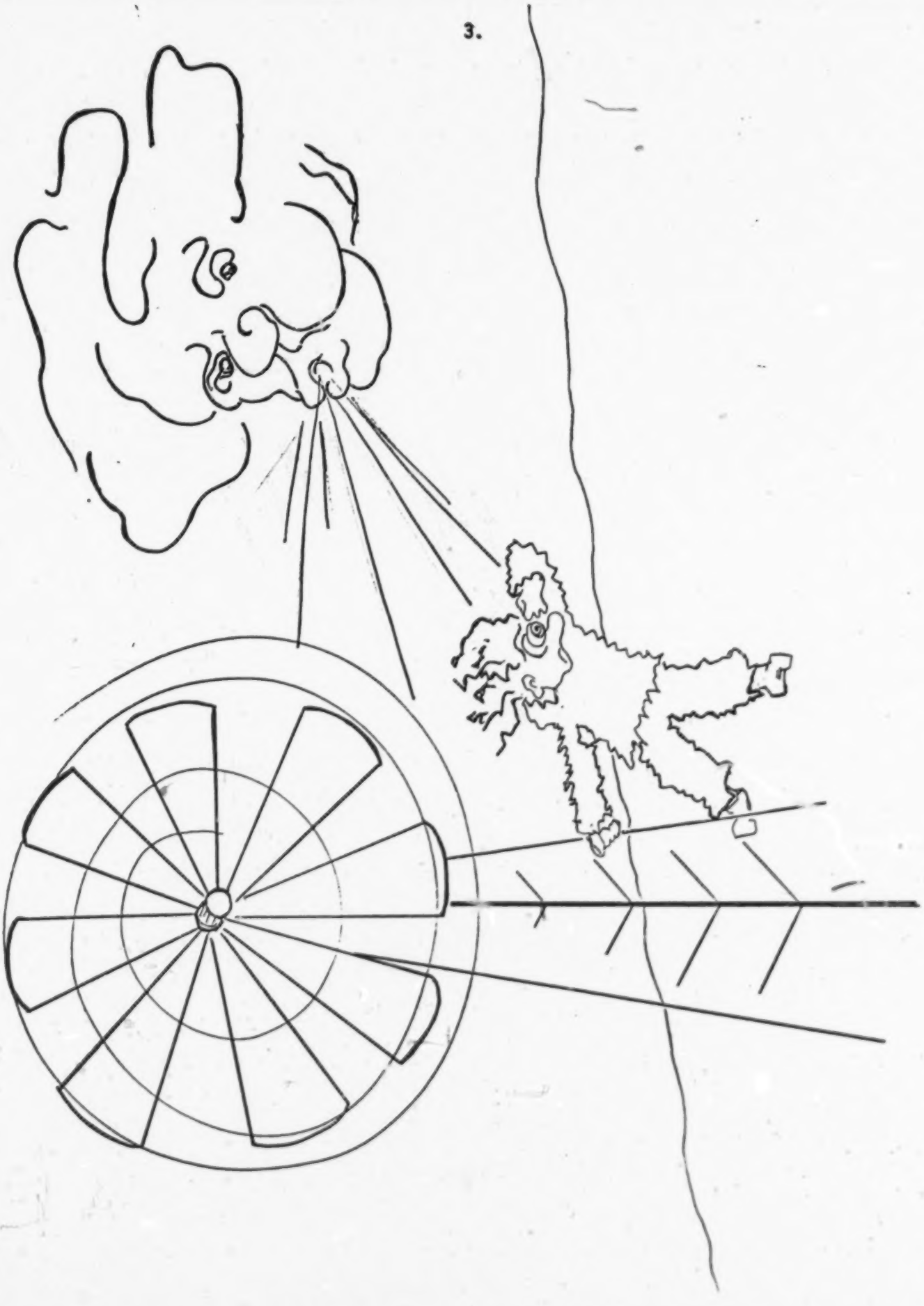
AS YOU MAY HAVE ALREADY NOTED, THIS WORK ONLY TAKES CARE OF ONE SMALL PART OF THE EDGES INVOLVED. THERE STILL REMAINS THE PROBLEMS OF ARTICULATION WITH THE CHILD DEVELOPMENT CENTER AND THE EMH PROGRAMS OF THE SCHOOLS AND WITH THE PROGRAMS THAT ARE INVOLVED WHEN A CHILD APPROACHES THE END OF THE MERIDIAN PROGRAM. SOME PRELIMINARY CONTACT WITH THE SCHOOLS HAS ALREADY BEEN MADE ON THIS. MR. HUGHES AND DR. KENNEY MENTIONED THEIR INTENTION OF DEVOTING MORE ENERGY IN THE FUTURE TOWARDS THE DEVELOPMENT OF PRE-VOCATIONAL PROGRAMS. ONCE AGAIN, THE OMR PROGRAMS WILL BE INTERESTED AND INVOLVED, FOR WE OPERATE ADULT DEVELOPMENT CENTERS AND HOMES THAT WILL CONTINUE THE TRAINING AND SERVICE BEGIN IN MERIDIAN. IF WE POOL OUR EFFORTS AND ENERGIES, INSTEAD OF DUPLICATING, BETTER SERVICE WILL RESULT UNTIL THERE EXISTS A SERIES OF ARTICULATED PROGRAMS, FUNCTIONING TOGETHER, THAT ARE ABLE TO PROVIDE THE SERVICES NECESSARY TO BRING EACH PERSON TO THE HIGHEST LEVEL OF DEVELOPMENT AND AND INDEPENDENT LIVING HE CAN ATTAIN, HIS MERIDIAN, THE EDGES WILL REMAIN BLURRED, AND OUR WORK CUT OUT FOR US.

THANK YOU.

# A BEHAVIORAL OBJECTIVES CURRICULUM FOR THE HANDICAPPED

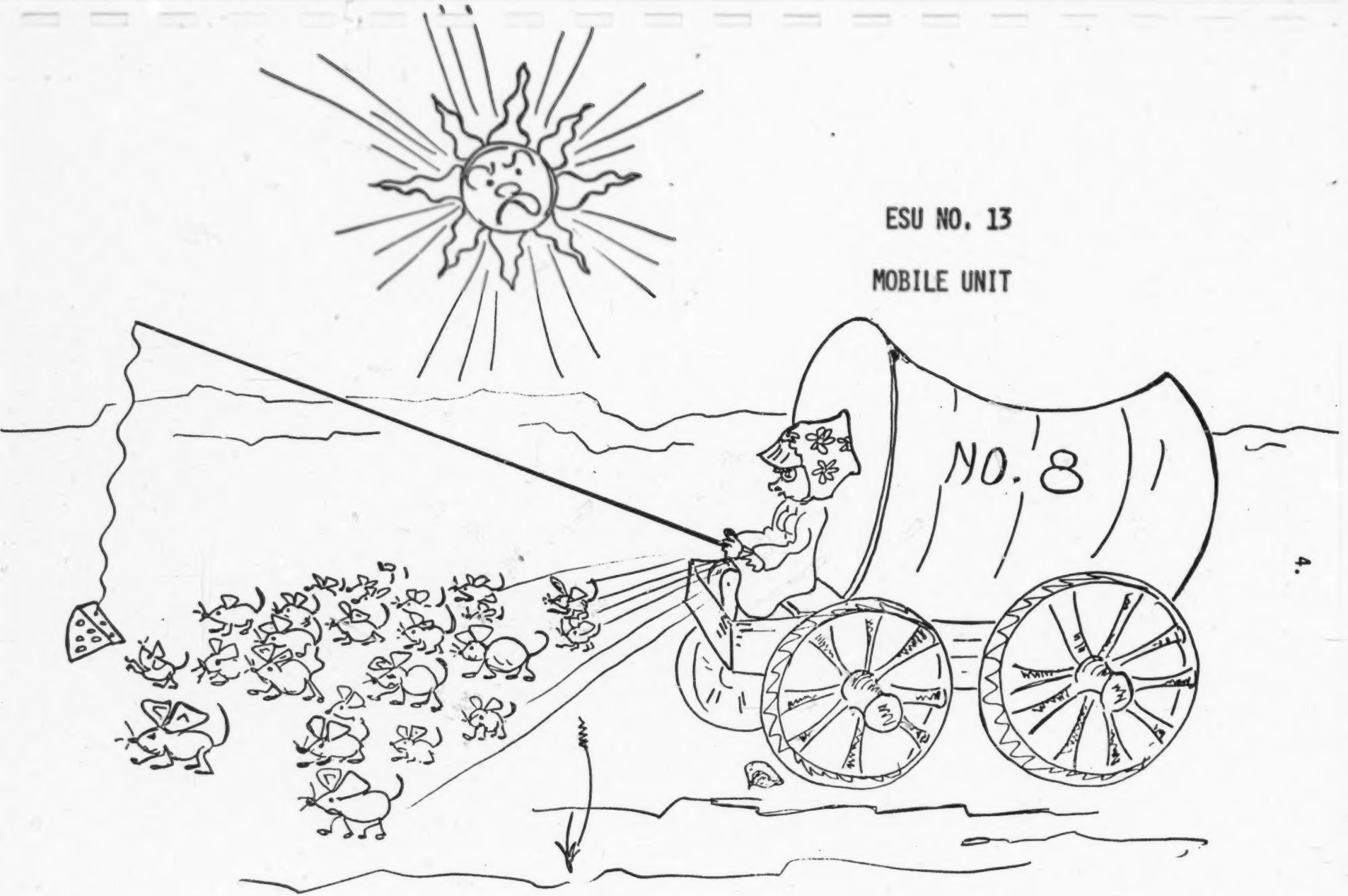
# NEBRASKA EDUCATIONAL SERVICE UNITS



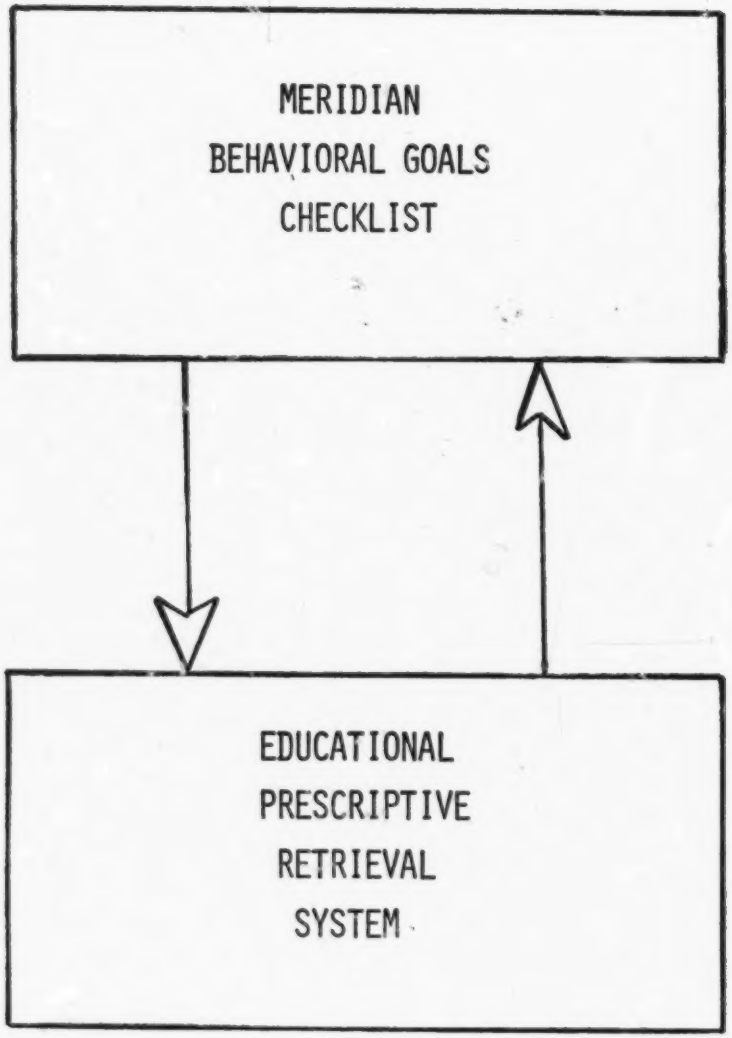


ESU NO. 13

MOBILE UNIT



MERIDIAN


MERIDIAN
BEHAVIORAL GOALS
CHECKLIST
EDUCATIONAL
PRESCRIPTIVE
RETRIEVAL
SYSTEM

CHECKLIST:

IDENTIFY NEEDS

MONITOR PROGRESS

EVALUATE STUDENT PROGRAM

EPRS:

LEARNING OBJECTIVES

ACTIVITIES

INTAKE EVALUATION

# STARTING POINTS OF INSTRUCTION

MONITOR PROGRESS

EVALUATE STUDENT AND PROGRAM

# INTAKE EVALUATION

GEORGE

0000-0000-2000 FUNCTIONAL

-2100 Inter-Personal Relations

| Pre-Test Date | Begin Date | Complete Date | Post Test Date | Objective Number | |
|---|---|---|---|---|---|
| | | | | 2103.000 | Care/Share Property |
| 9/72 | | 9/72 | 6/73 | .001 | Identifies Own Property. |
| 9/72 | | 9/72 | 6/73 | .002 | Cares for Own Property-Reminded. |
| 9/72 | | 9/72 | 6/73 | .003 | Cares for Own Property-No Reminder. |
| 9/72 | 10/72 | 11/73 | 6/74 | .004 | Cares for Other's Property. |
| 9/72 | 10/72 | 11/73 | 6/74 | .005 | Shares Own Property. |
| | | | | .006 | Asks to Borrow. |
| | | | | .007 | Returns Property. |
| | | | | 2104.000 | Table Manners |
| | | | | .001 | Eats at Reasonable Rate. |
| | | | | .002 | Does Not Disturb Others. |
| | | | | .003 | Excuses Self. |
| | | | | .004 | Serves Self. |
| | | | | .005 | Requests Food. |
| | | | | .006 | Passes Food. |
| | | | | .007 | Participates in Conversation. |

GEORGE

0000-0000-2000 FUNCTIONAL

-2100 Inter-Personal Relations

| Pre-Test Date | Begin Date | Complete Date | Post-Test Date | Objective Number | |
|---|---|---|---|---|---|
| | | | | 2103.000 | Care/Share Property |
| _____ | _____ | _____ | _____ | .001 | Identifies Own Property. |
| _____ | _____ | _____ | _____ | .002 | Cares for Own Property-Reminded. |
| _____ | _____ | _____ | _____ | .003 | Cares for Own Property-No Reminder. |
| _____ | _____ | _____ | _____ | .004 | Cares for Other's Property. |
| _____ | _____ | _____ | _____ | .005 | Shares Own Property. |
| _____ | _____ | _____ | _____ | .006 | Asks to Borrow. |
| _____ | _____ | _____ | _____ | .007 | Returns Property. |
| | | | | 2104.000 | Table Manners |
| _____ | _____ | _____ | _____ | .001 | Eats at Reasonable Rate. |
| _____ | _____ | _____ | _____ | .002 | Does Not Disturb Others. |
| _____ | _____ | _____ | _____ | .003 | Excuses Self. |
| _____ | _____ | _____ | _____ | .004 | Serves Self. |
| _____ | _____ | _____ | _____ | .005 | Requests Food. |
| _____ | _____ | _____ | _____ | .006 | Passes Food. |
| _____ | _____ | _____ | _____ | .007 | Participates in Conversation. |

BEGIN DATE

GEORGE

0000-0000-2000 FUNCTIONAL

-2100 Inter-Personal Relations

| Pre-Test Date | Begin Date | Complete Date | Post-Test Date | Objective Number | |
|---|---|---|---|---|---|
| | | | | 2103.000 | Care/Share Property |
| 9/72 | | 9/72 | | .001 | Identifies Own Property. |
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| | | | | .005 | Requests Food. |
| | | | | .006 | Passes Food. |
| | | | | .007 | Participates in Conversation. |

Name _____ 16. Code 1300.000 Skill Care/Share Property

## Diagnosis

1300.004 The student does not identify his own property.

## Objectives

1300.004

1. From a set of five distractors the student will claim his own single piece of property.
2. From among a set of ten distractors the student will claim five pieces of his own property.
3. From among a set of multiple distractors the student will claim three pieces of his own property.
4. —
5. —
6. —

## Evaluation

| Objective # 1300.004 | Date Begun | Date Ended |
|---|---|---|
| 1 | 10/73 | 12/73 |
| 2 | 10/73 | 1/74 |
| 3 | 12/73 | |
| 4 | | |
| 5 | | |
| | | |

CHECKLIST: BEHAVIORAL GOAL

IDENTIFIES OWN PROPERTY

17.

EPRS:

1. DIAGNOSTIC STATEMENTS
2. LEARNING OBJECTIVES
3. ACTIVITIES

DIAGNOSTIC STATEMENT:

THE STUDENT DOES NOT

IDENTIFY HIS OWN

PROPERTY

## OBJECTIVES

1. FROM A SET OF FIVE DISTRACTORS THE STUDENT WILL CLAIM HIS OWN SINGLE PIECE OF PROPERTY.

2. FROM AMONG A SET OF TEN DISTRACTORS THE STUDENT WILL CLAIM FIVE PIECES OF HIS OWN PROPERTY.

3. FROM AMONG A SET OF MULTIPLE DISTRACTORS THE STUDENT WILL CLAIM THREE PIECES OF HIS OWN PROPERTY.

# ACTIVITIES

ACTIVITIES:

1. (1) PLACE 5 UNLIKE ARTICLES SUCH AS A DOLL, HARMONICA, BALL, ETC., ON A TABLE. PUT AN ARTICLE BELONGING TO THE STUDENT AMONG THEM. PROMPT THE STUDENT TO CLAIM THE ARTICLE THAT IS HIS.

ACTIVITIES

1. (2) PLACE 5 LIKE ARTICLES, SUCH AS HATS OR BALLS OR PENCILS ON A TABLE. PUT A LIKE ARTICLE BELONGING TO THE STUDENT AMONG THEM. PROMPT THE STUDENT TO CLAIM HIS.

ACTIVITIES

1. (3) IDENTIFY A PIECE OF THE STUDENT'S PROPERTY WITH A PIECE OF TAPE, MARK, OR HIS NAME. PUT HIS PROPERTY AMONG 5 IDENTICAL ARTICLES. PROMPT THE STUDENT TO CLAIM HIS.

(4)

(5)

ACTIVITIES

2. (1) PLACE 10 UNLIKE ARTICLES SUCH AS DOLLS, HARMONICAS, PENCILS, BALLS, ETC., ON A TABLE. PUT 5 ARTICLES BELONGING TO THE STUDENT AMONG THEM. PROMPT THE STUDENT TO CLAIM THE ARTICLES THAT ARE HIS.

ACTIVITIES

2. (2) PLACE 10 LIKE ARTICLES SUCH AS HATS OR BALLS, OR PENCILS, ETC., ON A TABLE. PUT 5 LIKE ARTICLES BELONGING TO THE STUDENT AMONG THEM. PROMPT THE STUDENT TO CLAIM HIS.

ACTIVITIES

2. (3) IDENTIFY 5 IDENTICAL PIECES OF THE STUDENT'S PROPERTY WITH A PIECE OF TAPE, MARK OR HIS NAME. PUT HIS PROPERTY AMONG 10 IDENTICAL ARTICLES. PROMPT THE STUDENT TO CLAIM HIS.

(4)

(5)

Name _____ Code 1300.000 Skill Care/Share Property

Diagnosis

1300.004 The student does not identify his own property.

Objectives

1300.004

1. From a set of five distractors the student will claim his own single piece of property.
2. From among a set of ten distractors the student will claim five pieces of his own property.
3. From among a set of multiple distractors the student will claim three pieces of his own property.
4. ---
5. ---
6. ---

Evaluation

| Objective #1300.004 | Date Begun | Date Ended |
|---|---|---|
| 1 | 10/73 | 12/73 |
| 2 | 10/73 | 1/74 |
| 3 | 12/73 | |
| 4 | | |
| 5 | | |
| | | |

Name _____ Code _____ Skill _____

## Activities

1300.004

1.

(1) Place 5 unlike articles such as a doll, harmonica, ball, etc., on a table. Put an article belonging to the student among them. Prompt the student to claim the article that is his.

(2) Place 5 like articles, such as hats or balls or pencils on a table. Put a like article belonging to the student among them. Prompt the student to claim his.

(3) Identify a piece of students property with a piece of tape, mark, or his name. Put his property in among 5 identical articles. Prompt the student to identify his.

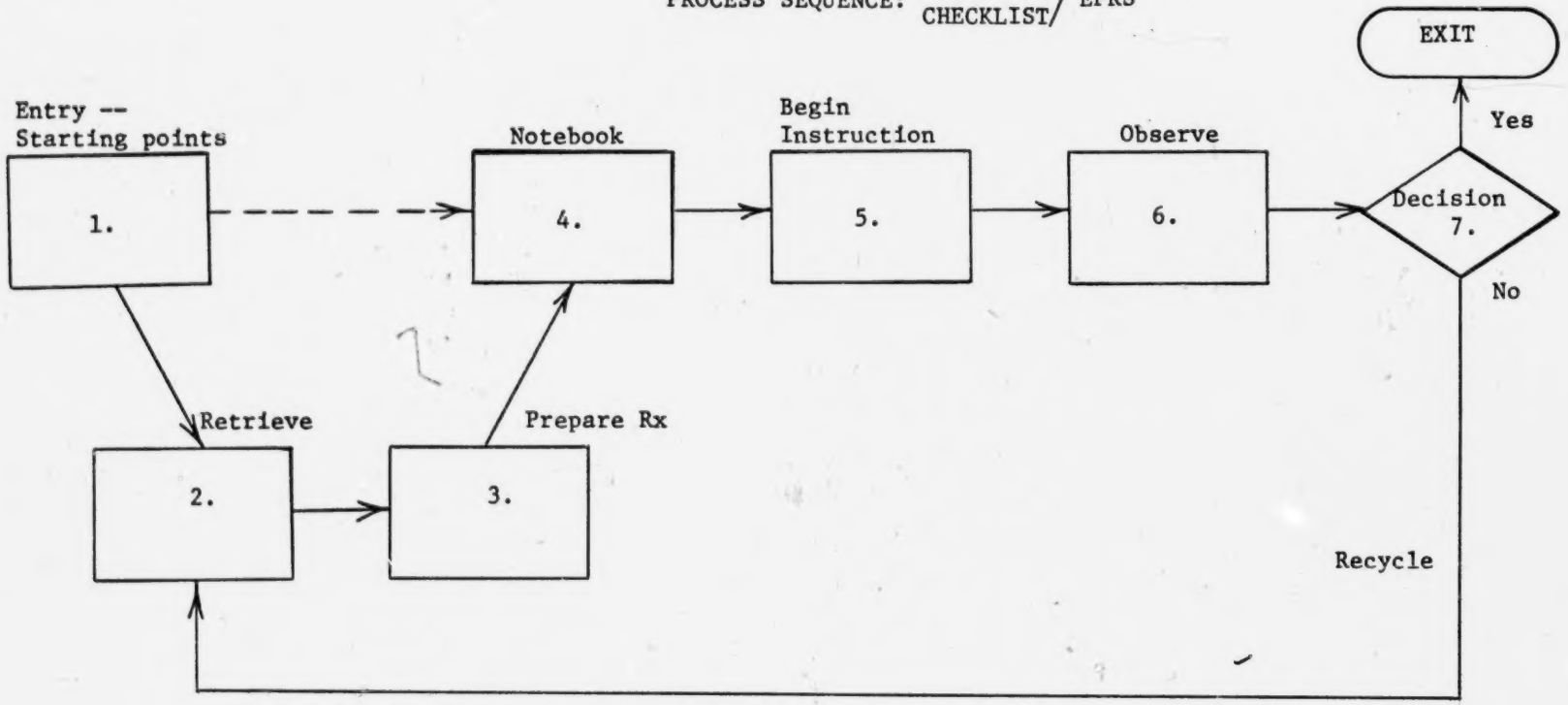
(4)

(5)

## Materials

Materials are identified by Activities.

PROCESS SEQUENCE: MERIDIAN / CHECKLIST / EPRS



PRESENT CHECKLIST CATEGORIES

1. SELF MANAGEMENT
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONS
4. ENVIRONMENTAL STRUCTURE
5. ENVIRONMENTAL ACCESS

# SELF MANAGEMENT

SELF-MANAGEMENT

ATTENDING

BODY MOTOR SKILLS

HAND MOTOR SKILLS

TOILETING

SELF-FEEDING

PERSONAL HYGIENE

DRESSING

CLOTHES SELECTION

CLOTHES MAINTENANCE

GROOMING

POSTURE

HEALTH CARE

HEALTHFUL NUTRITION

CORRECTIVE DEVICES

# COMMUNICATIONS

COMMUNICATION:

NON-VERBAL COMMUNICATION

VERBAL COMMUNICATION

VERBAL CHARACTERISTICS

RESPONSE TO SOCIAL ENVIRONMENT

# INTERPERSONAL RELATIONS

INTERPERSONAL RELATIONS:

CARE AND SHARING OF PROPERTY

GROUP PARTICIPATION

TABLE MANNERS

INTERACTION WITH OTHERS

RESPECTS RIGHTS OF OTHERS

GREETS PEOPLE ACCEPTABLY

AIDS AND ASSISTS IF NEEDED

APOLOGIZES

INTERACTS ACCEPTABLY WITH OTHERS

RESPONDS TO HUMOR; DOES NOT RIDICULE

DATES ACCEPTABLY IN A GROUP

DATES ACCEPTABLY WITH ONE PERSON

# ENVIRONMENTAL STRUCTURE

ENVIRONMENTAL STRUCTURE:

COPING

BASIC READING

BASIC WRITING, MANUSCRIPT FORM

BASIC WRITING, CURSIVE FORM

BASIC MATHEMATICS

DISTINGUISHING PROPERTIES OF OBJECTS

TIME MANAGEMENT

CURRENCY MANAGEMENT

MONETARY SKILLS

HOUSEKEEPING

HOME MANAGEMENT

YARD MANAGEMENT

SERVING MEALS

MEAL PREPARATION

SEWING

# ENVIRONMENTAL ACCESS

ENVIRONMENTAL ACCESS:

TELEPHONE USAGE

MEDIA USAGE

COMMUNITY ORIENTATION

TRANSPORTATION

EATING AWAY FROM HOME

COMMUNITY ACTIVITIES

PURCHASING

GEORGE

0000-0000-2000 FUNCTIONAL

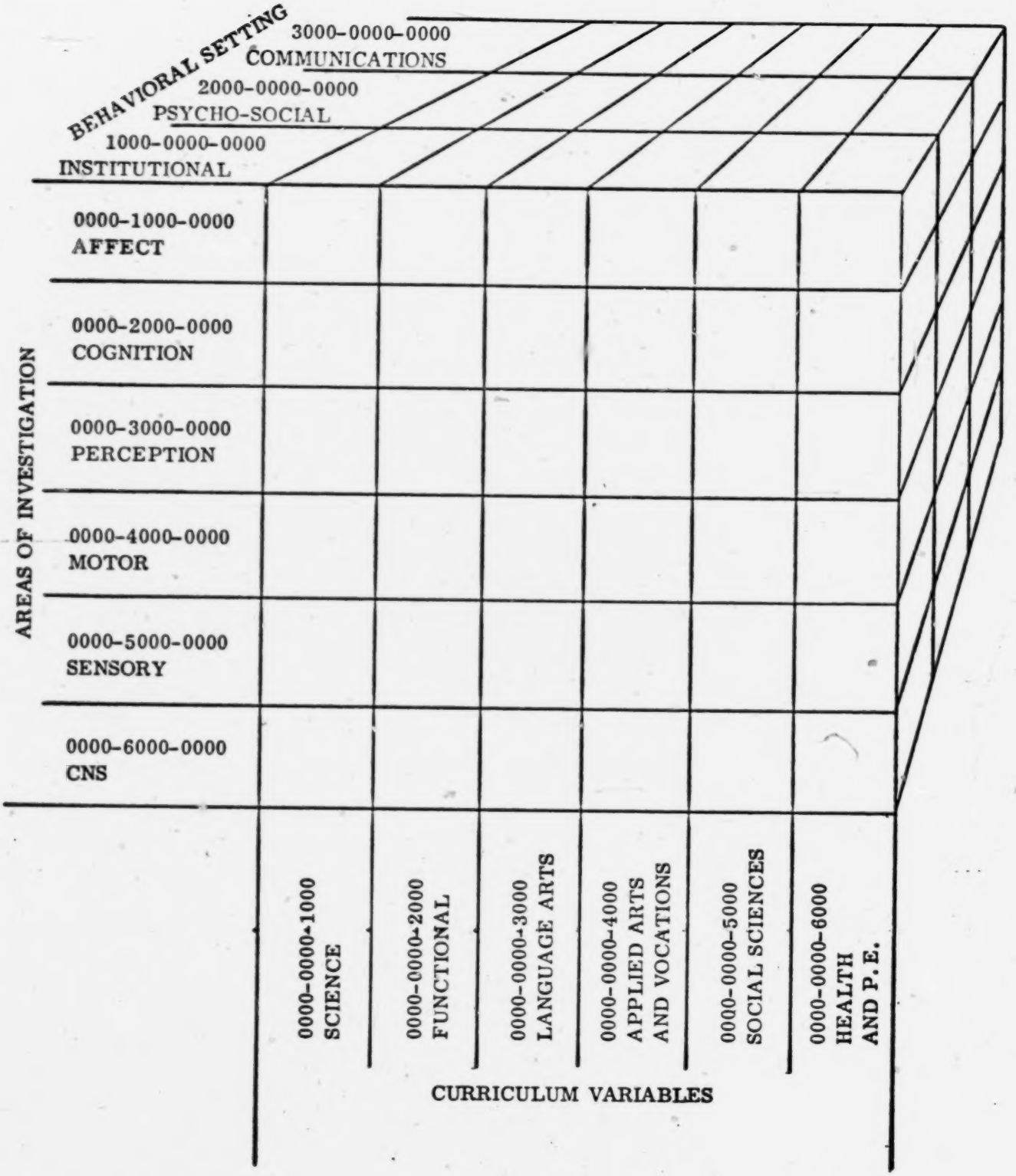
-2100 Inter-Personal Relations

| Pre-Test Date | Begin Date | Complete Date | Post-Test Date | Objective Number | |
|---|---|---|---|---|---|
| | | | | 2103.000 | Care/Share Property |
| 9/72 | | 9/72 | 6/73 | .001 | Identifies Own Property. |
| 9/72 | | 9/72 | 6/73 | .002 | Cares for Own Property-Reminded. |
| 9/72 | | 9/72 | 6/73 | .003 | Cares for Own Property-No Reminder. |
| 9/72 | 10/72 | 11/73 | 6/74 | .004 | Cares for Other's Property. |
| 9/72 | 10/72 | 11/73 | 6/74 | .005 | Shares Own Property. |
| | | | | .006 | Asks to Borrow. |
| | | | | .007 | Returns Property. |
| | | | | 2104.000 | Table Manners |
| | | | | .001 | Eats at Reasonable Rate. |
| | | | | .002 | Does Not Disturb Others. |
| | | | | .003 | Excuses Self. |
| | | | | .004 | Serves Self. |
| | | | | .005 | Requests Food. |
| | | | | .006 | Passes Food. |
| | | | | .007 | Participates in Conversation. |

| | BEHAVIOR GOALS | PERCENTAGE OF TOTAL |
|---|---|---|
| SELF-MANAGEMENT | 109 | 32% |
| COMMUNICATIONS | 22 | 8% |
| INTERPERSONAL RELATIONS | 29 | 10% |
| ENVIRONMENTAL STRUCTURE | 82 | 26% |
| ENVIRONMENTAL ACCESS | 49 | 16% |
| EMPLOYMENT | 24 | 8% |

DISTRIBUTION OF GOALS UNDER CATEGORIES

EDUCATIONAL SERVICE UNIT NO. 13
EDUCATIONAL PRESCRIPTIVE RETRIEVAL SYSTEM
FOCAL CUBE (Revised 2/73)



FUNCTIONAL

- SELF_CARE
  - TOILETING
  - SELF FEEDING
  - PERSONAL HYGIENE
  - DRESSING
  - GROOMING
- MANNERS
  - TABLE
  - TOWARD PEERS
    - SAME SEX
    - OPPOSITE SEX
  - TOWARD ELDERS
  - TOWARD THE YOUNGER
- CULTURAL_ADAPTIONS
  - TELEPHONE
  - MEDIA
  - TRANSPORTATION
  - EATING OUT
  - LEISURE

HEALTH & P.E.

- CHILD DEVELOPMENT
- CLOTHES
  - --SELECTION
  - --MAINTENANCE
- NUTRITION

COMMUNICATIONS

- SPEECH
  - --PATHOLOGIES
- LANGUAGE
  - --DEVELOPMENT
  - --PATHOLOGIES

LANGUAGE ARTS

- --READING
- --LISTENING

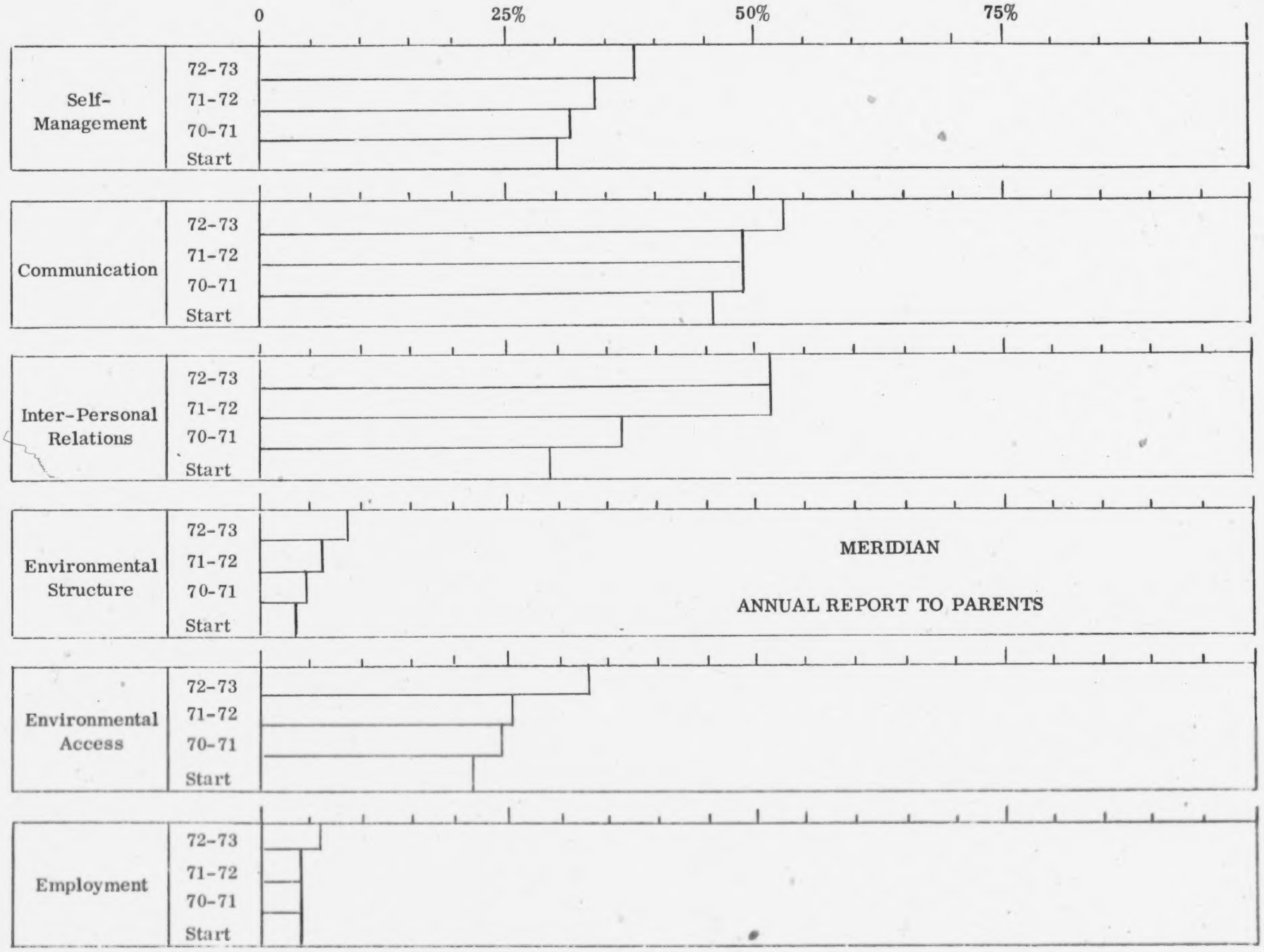
MOTOR

- --DEVELOPMENT
- --O.T. ROUTINES
- --P.T. ROUTINES

# EVALUATION

| S NO. | CATEGORY | ENTRY LEVEL | | -COMPLETED- 70-71 | | 71-72 | | 72-73 | | 73-74 | | NOT COMPLETE | | T GOALS | CATEGORY TOTALS - E. L. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | % | | % | | % | | % | | % | | % | | % |
| 13 | Self-Management | 25 | 30 | 3 | 3 | 5 | 5 | 9 | 8 | | | 67 | 54 | 109 | 16 / 17 |
| | Communication | 9 | 41 | 6 | 28 | 0 | 0 | 2 | 9 | | | 5 | 22 | 22 | 37 / 8 |
| | Inter-Personal Relations | 11 | 38 | 4 | 14 | 9 | 31 | 0 | 0 | | | 24 | 17 | 29 | 45 / 13 |
| | Environmental Structure | 6 | 7 | 2 | 2 | 3 | 4 | 5 | 6 | | | 66 | 81 | 82 | 12 / 10 |
| | Environmental Access | 21 | 43 | 3 | 6 | 1 | 2 | 8 | 16 | | | 33 | 33 | 49 | 24 / 12 |
| | Employment | 2 | 8 | 0 | 0 | 0 | 0 | 4 | 17 | | | 18 | 75 | 24 | 17 / 4 |
| YEAR TOTALS | | 74 | 23 | 18 | 6 | 18 | 6 | 28 | 9 | | | 102 | | 315 | 64 |

STUDENT EVALUATION - MERIDIAN
ESU #13 - Scottsbluff, Nebraska

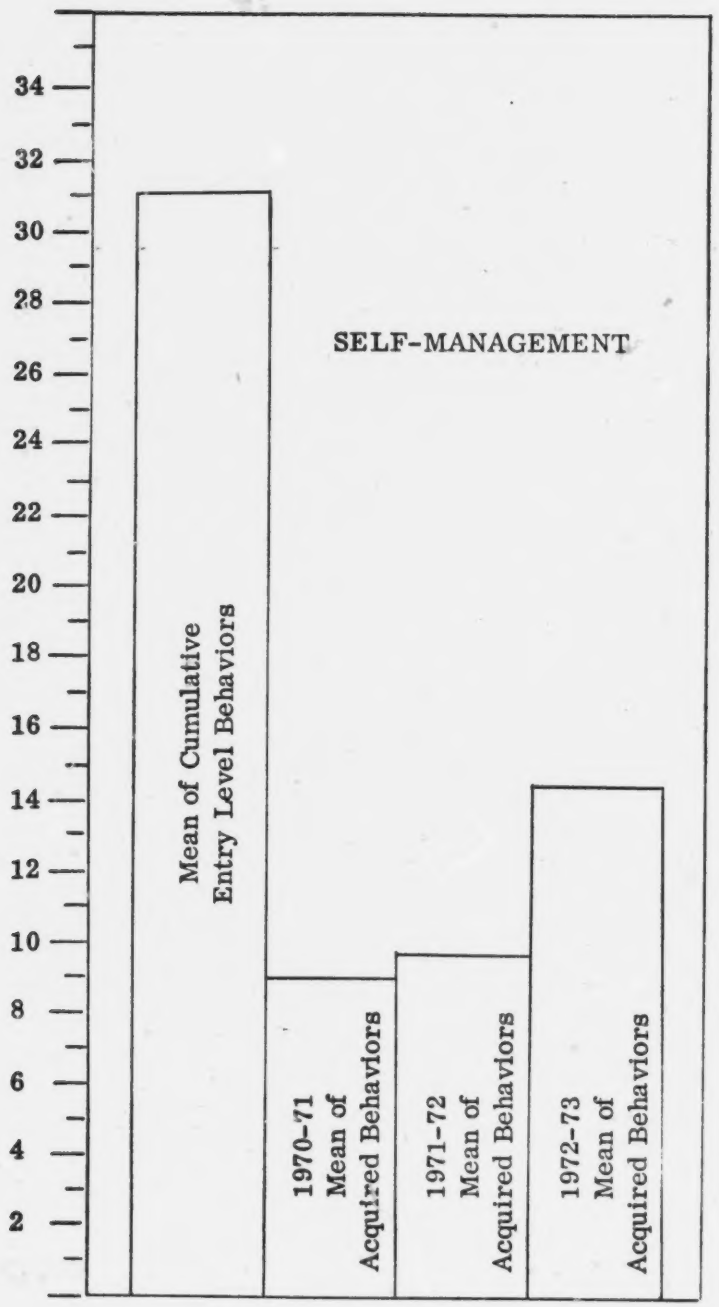



MERIDIAN

ANNUAL REPORT TO PARENTS

| CATEGORY | ENTRY LEVEL Cumulative | -COMPLETED- 70-71 | 71-72 | 72-73 | 73-74 | T/rows | M/rows |
|---|---|---|---|---|---|---|---|
| Self-Management | N = 35<br>1100 \| M = 31.0 | N = 30<br>273 \| M = 9.1 | N = 32<br>315 \| M = 9.8 | N = 35<br>512 \| M = 14.6 | N =<br>\| M = | 1100 | 31.0 |
| Communicate | N = 20<br>200 \| M = 10.0 | N = 15<br>102 \| M = 6.8 | N = 19<br>98 \| M = 5.1 | N = 20<br>245 \| M = 12.2 | N =<br>\| M = | 445 | 22.3 |
| Inter-Personal Relations | N = 35<br>1128 \| M = 32.2 | N = 30<br>411 \| M = 13.7 | N = 32<br>278 \| M = 8.6 | N = 35<br>439 \| M = 12.5 | N =<br>\| M = | 1128 | 32.2 |
| Environ-mental Structure | N = 26<br>323 \| M = 12.4 | N = 24<br>78 \| M = 3.2 | N = 26<br>63 \| M = 2.4 | N = 25<br>182 \| M = 7.2 | N =<br>\| M = | 323 | 12.4 |
| Environ-mental Access | N = 18<br>393 \| M = 21.8 | N = 16<br>93 \| M = 5.8 | N = 14<br>81 \| M = 5.7 | N = 18<br>219 \| M = 12.1 | N =<br>\| M = | 393 | 21.8 |
| Employment | N = 12<br>32 \| M = 2.7 | N = 10<br>8 \| M = .8 | N = 10<br>13 \| M = 1.3 | N = 12<br>11 \| M = .9 | N =<br>\| M = | 32 | 2.7 |
| | T/columns | 965 | 848 | 1608 | | 1140 | |
| | M/columns | 32.2 | 26.4 | 46.0 | | | |

PROGRAM EVALUATION - MERIDIAN
ESU #13 - Scottsbluff, Nebraska


SELF-MANAGEMENT
34
32
30
28
26
24
22
20
18
16
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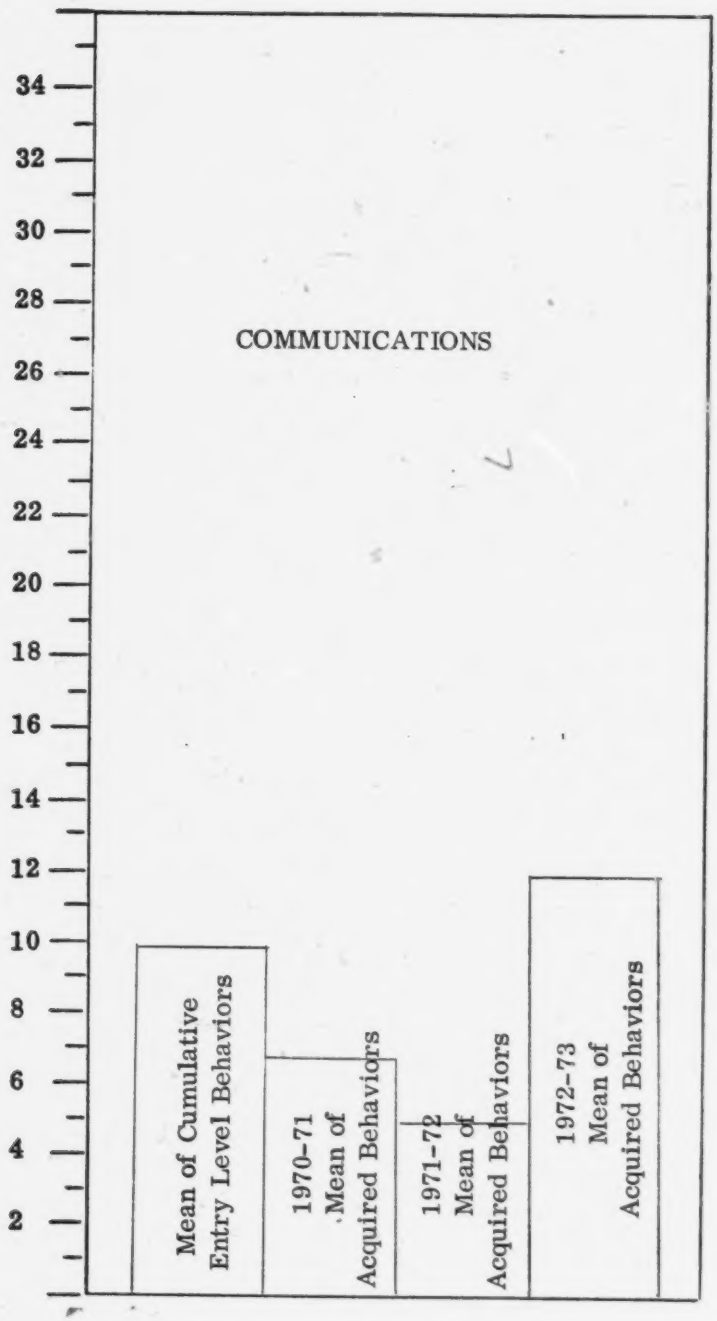
12
10
8
6
4
2
Mean of Cumulative Entry Level Behaviors
1970-71 Mean of Acquired Behaviors
1971-72 Mean of Acquired Behaviors
1972-73 Mean of Acquired Behaviors


COMMUNICATIONS
34
32
30
28
26
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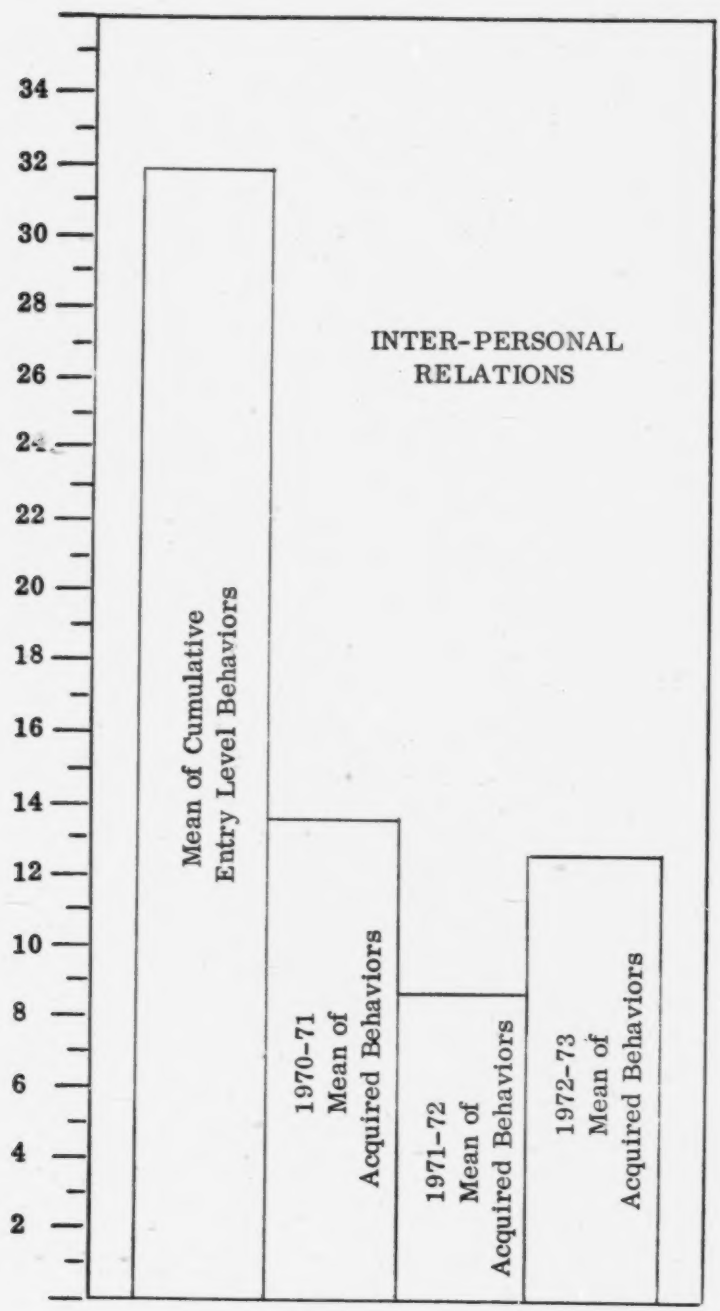
2
Mean of Cumulative Entry Level Behaviors
1970-71 Mean of Acquired Behaviors
1971-72 Mean of Acquired Behaviors
1972-73 Mean of Acquired Behaviors


INTER-PERSONAL
RELATIONS
Mean of Cumulative
Entry Level Behaviors
1970-71
Mean of
Acquired Behaviors
1971-72
Mean of
Acquired Behaviors
1972-73
Mean of
Acquired Behaviors
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4
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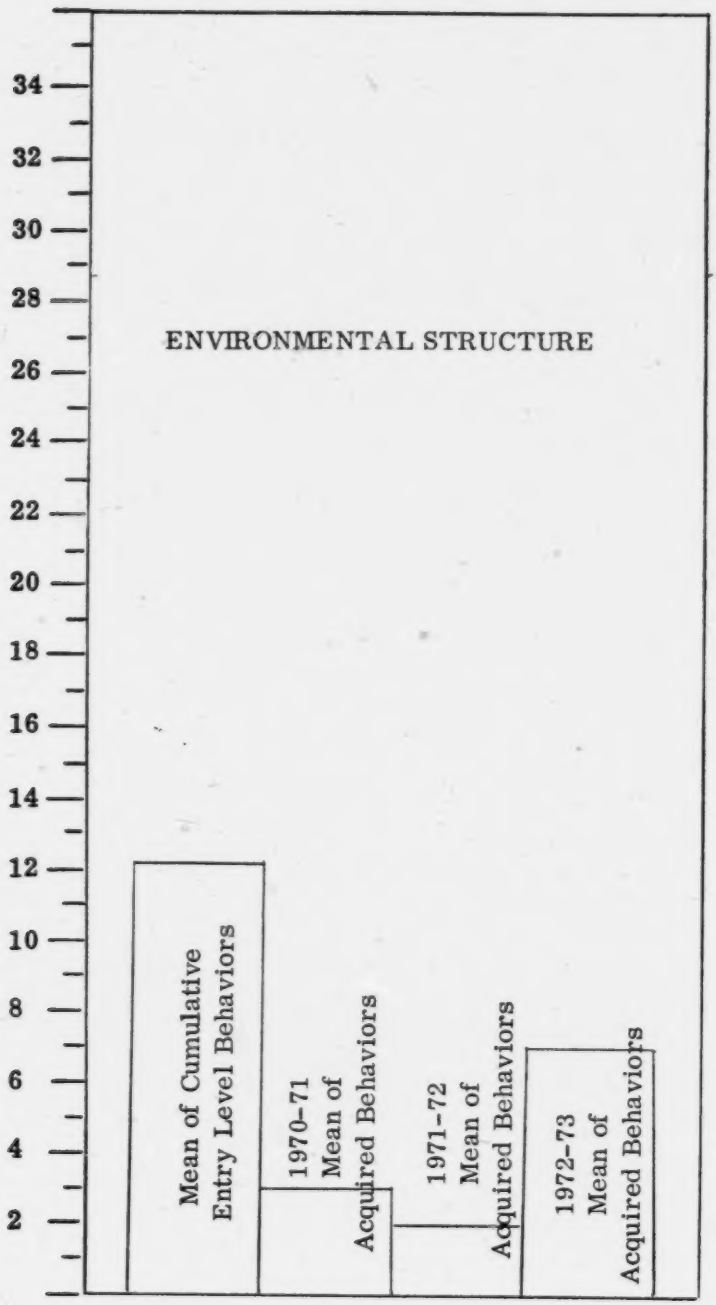
30
32
34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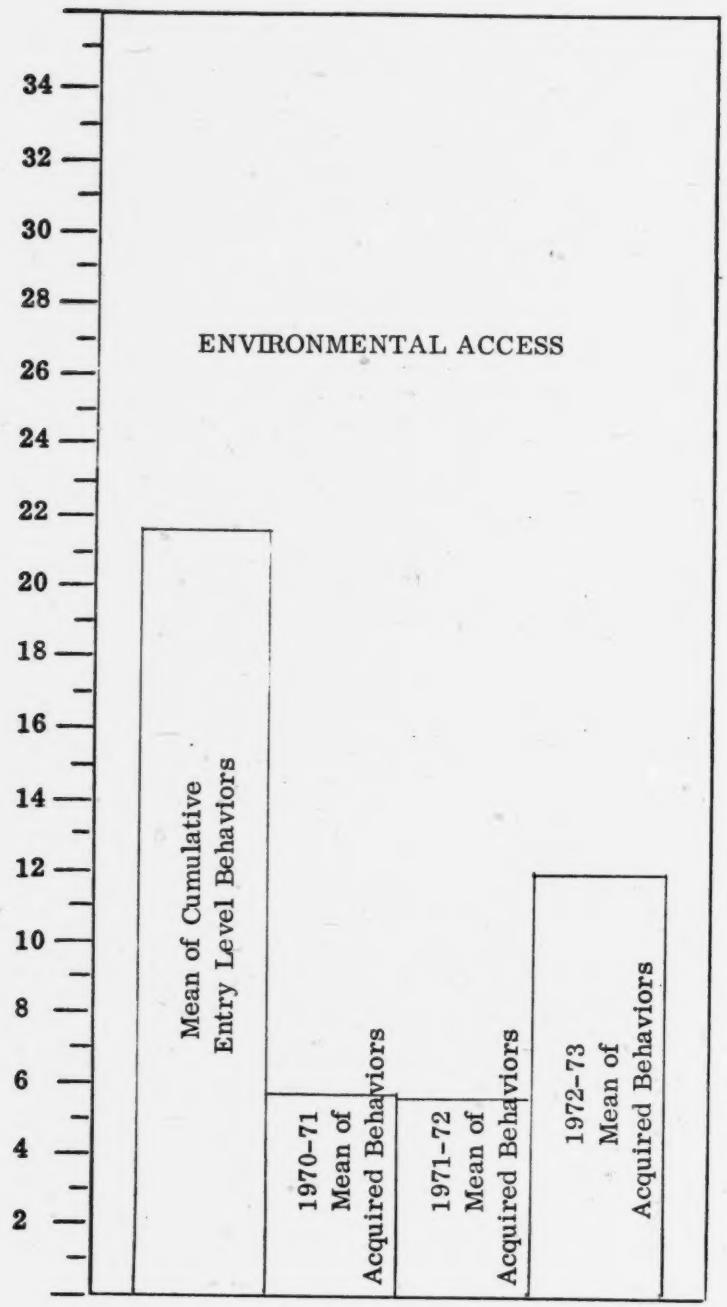
ENVIRONMENTAL STRUCTURE
Mean of Cumulative Entry Level Behaviors
1970-71 Mean of Acquired Behaviors
1971-72 Mean of Acquired Behaviors
1972-73 Mean of Acquired Behaviors


ENVIRONMENTAL ACCESS
34
32
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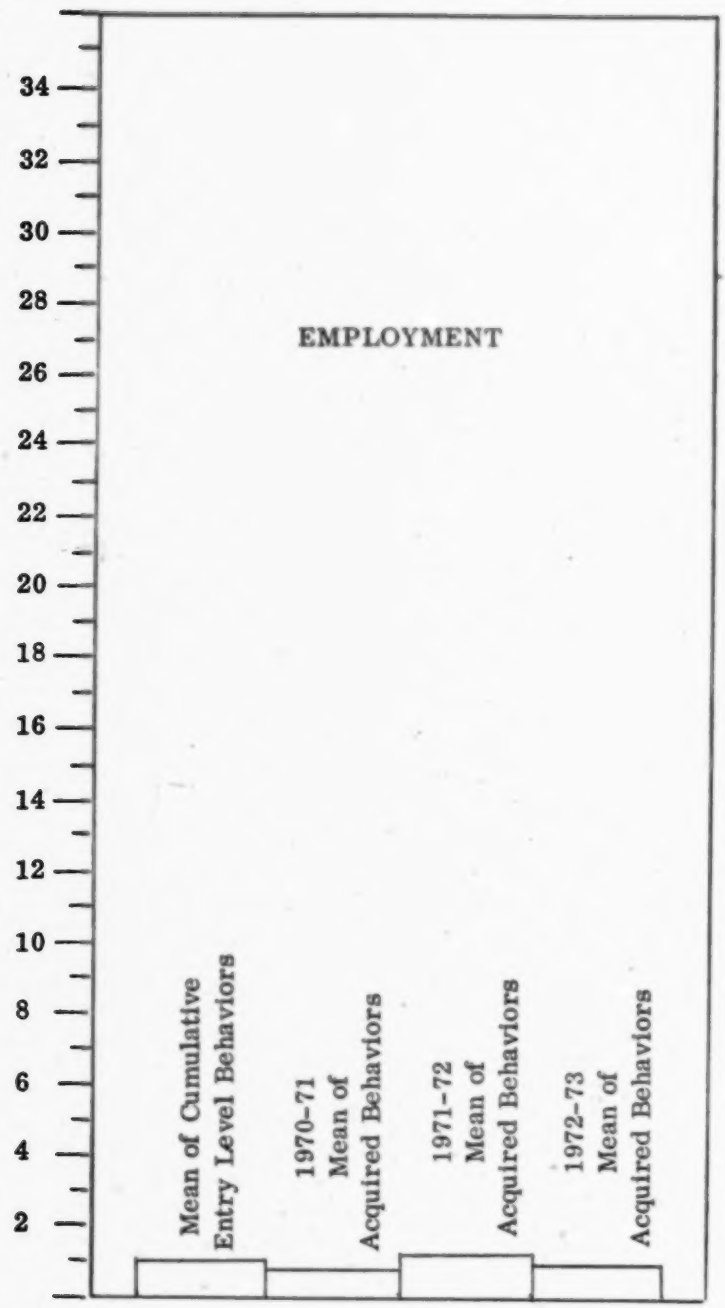
2
Mean of Cumulative Entry Level Behaviors
1970-71 Mean of Acquired Behaviors
1971-72 Mean of Acquired Behaviors
1972-73 Mean of Acquired Behaviors


EMPLOYMENT
34
32
30
28
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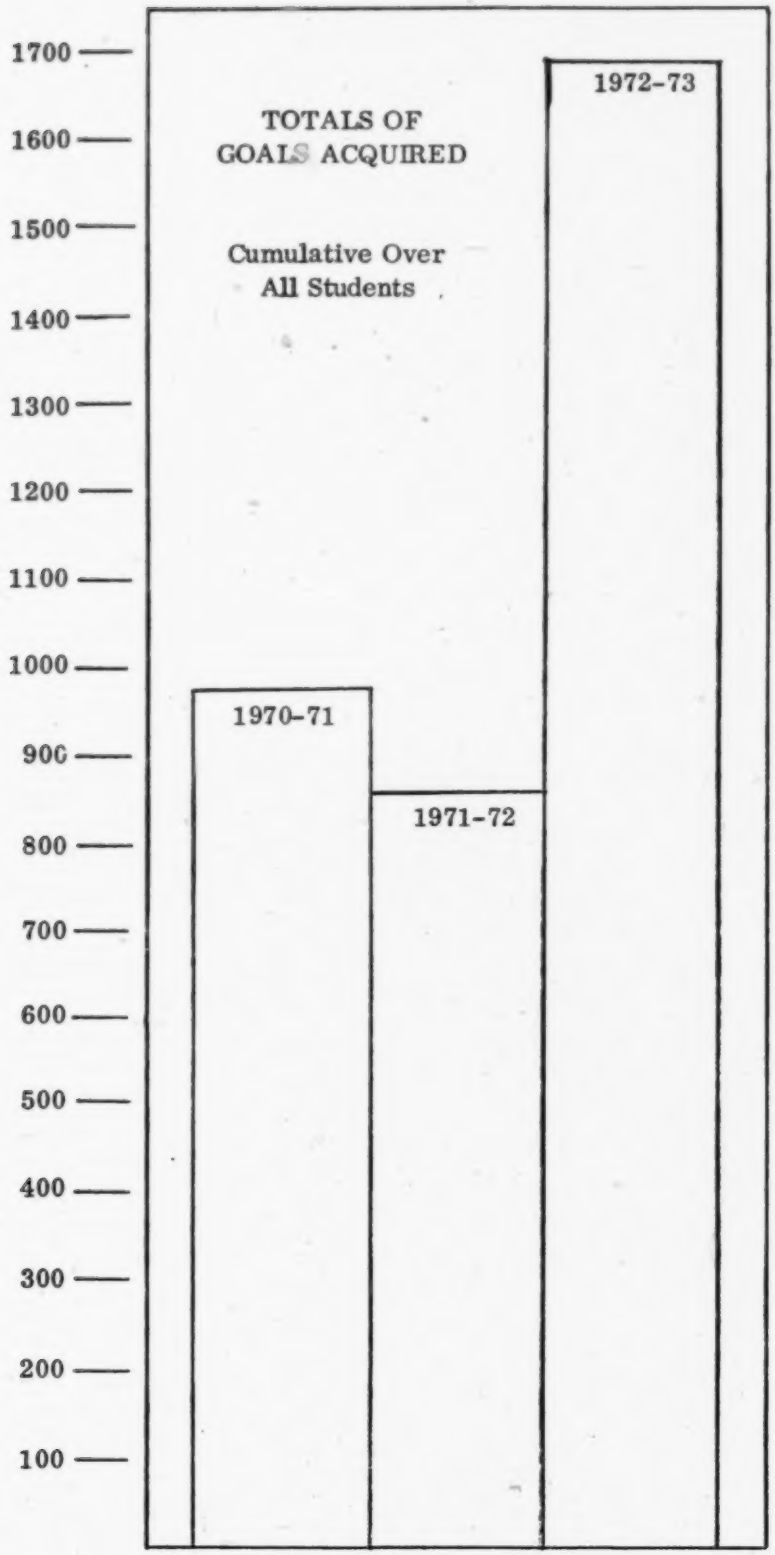
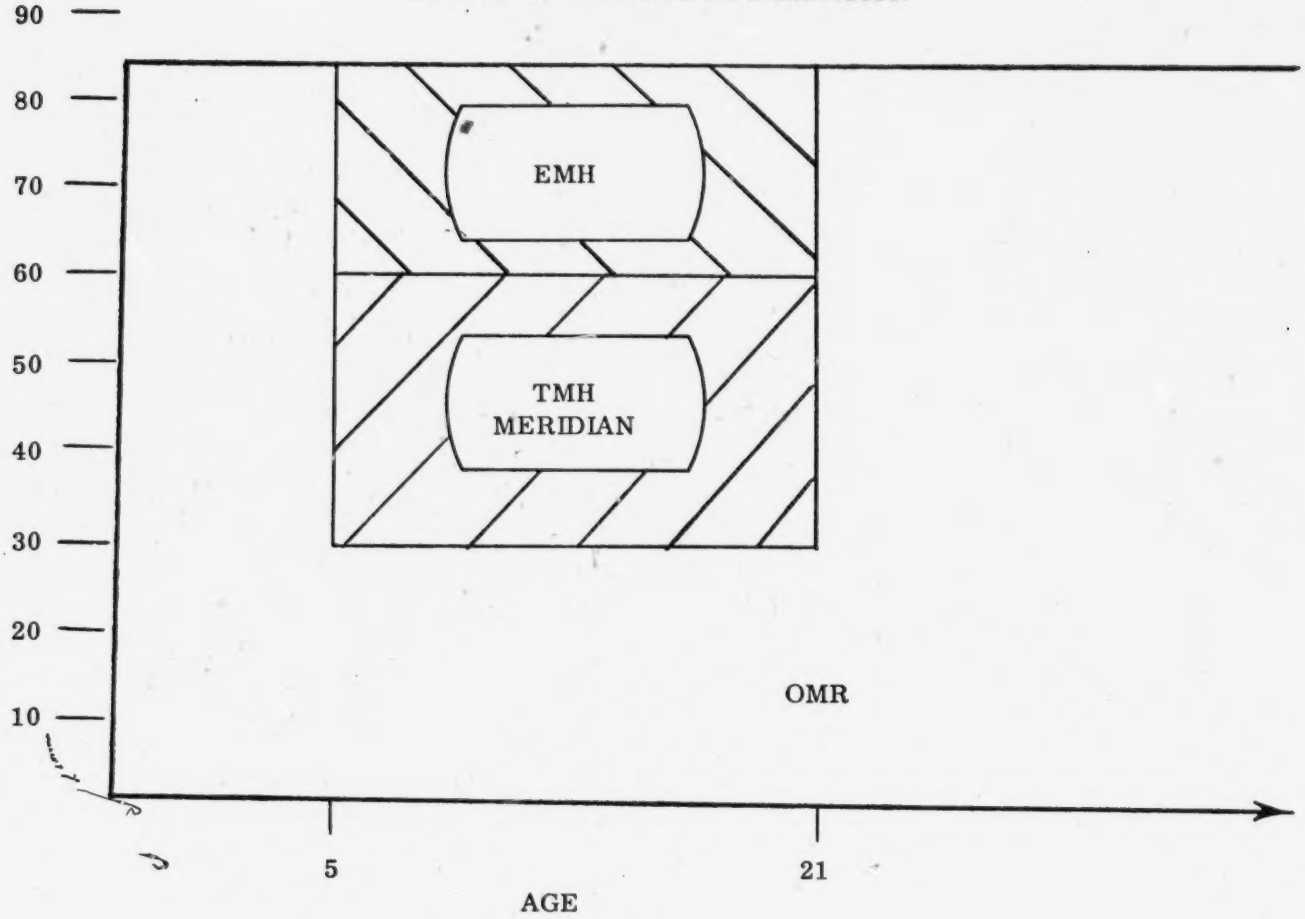
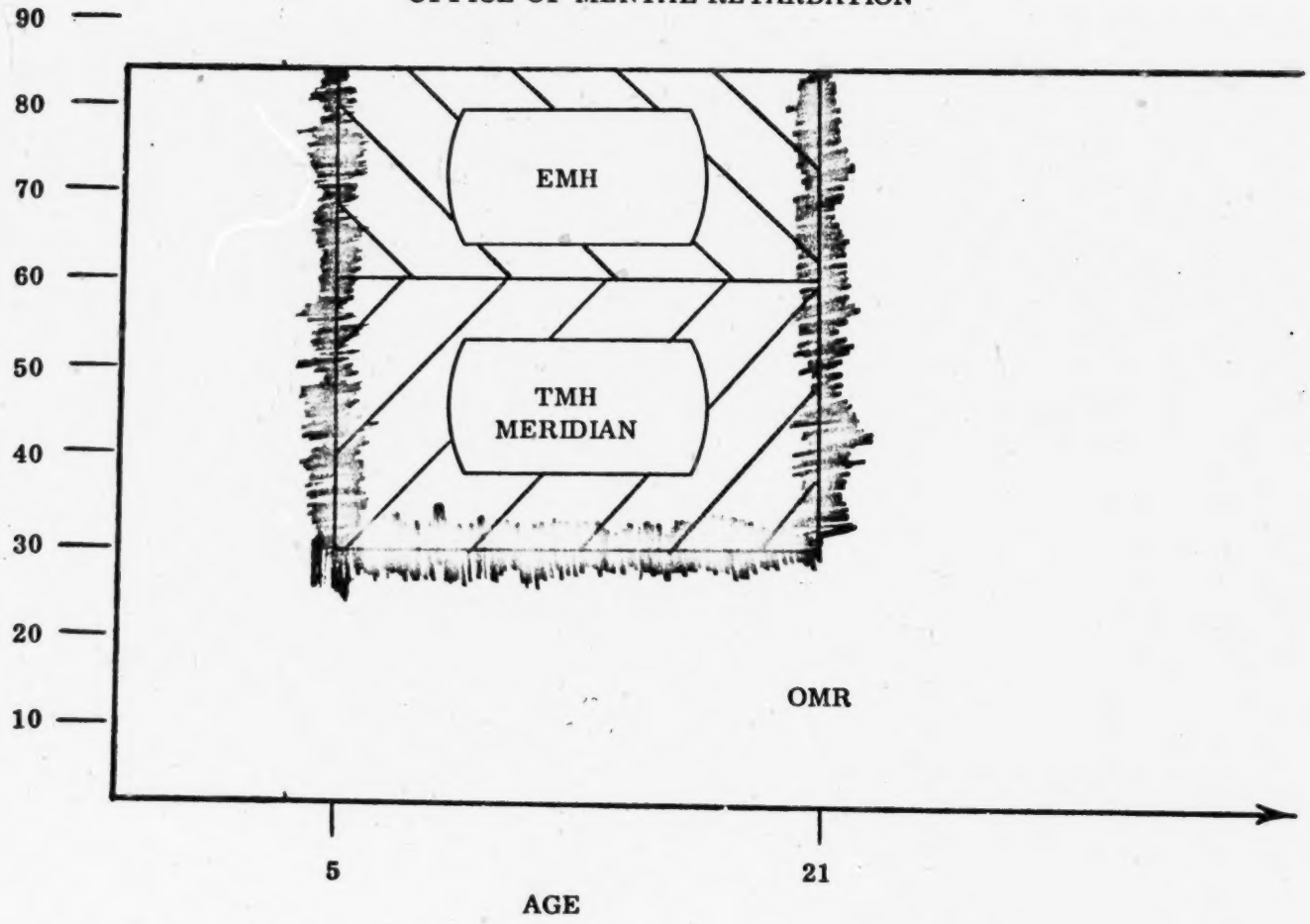
2
Mean of Cumulative Entry Level Behaviors
1970-71 Mean of Acquired Behaviors
1971-72 Mean of Acquired Behaviors
1972-73 Mean of Acquired Behaviors


1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
TOTALS OF
GOALS ACQUIRED
Cumulative Over
All Students
1970-71
1971-72
1972-73

ARTICULATION OF EDUCATION
TMH PROGRAMS
WITH THE
OFFICE OF MENTAL RETARDATION



ARTICULATION OF EDUCATION
TMH PROGRAMS
WITH THE
OFFICE OF MENTAL RETARDATION



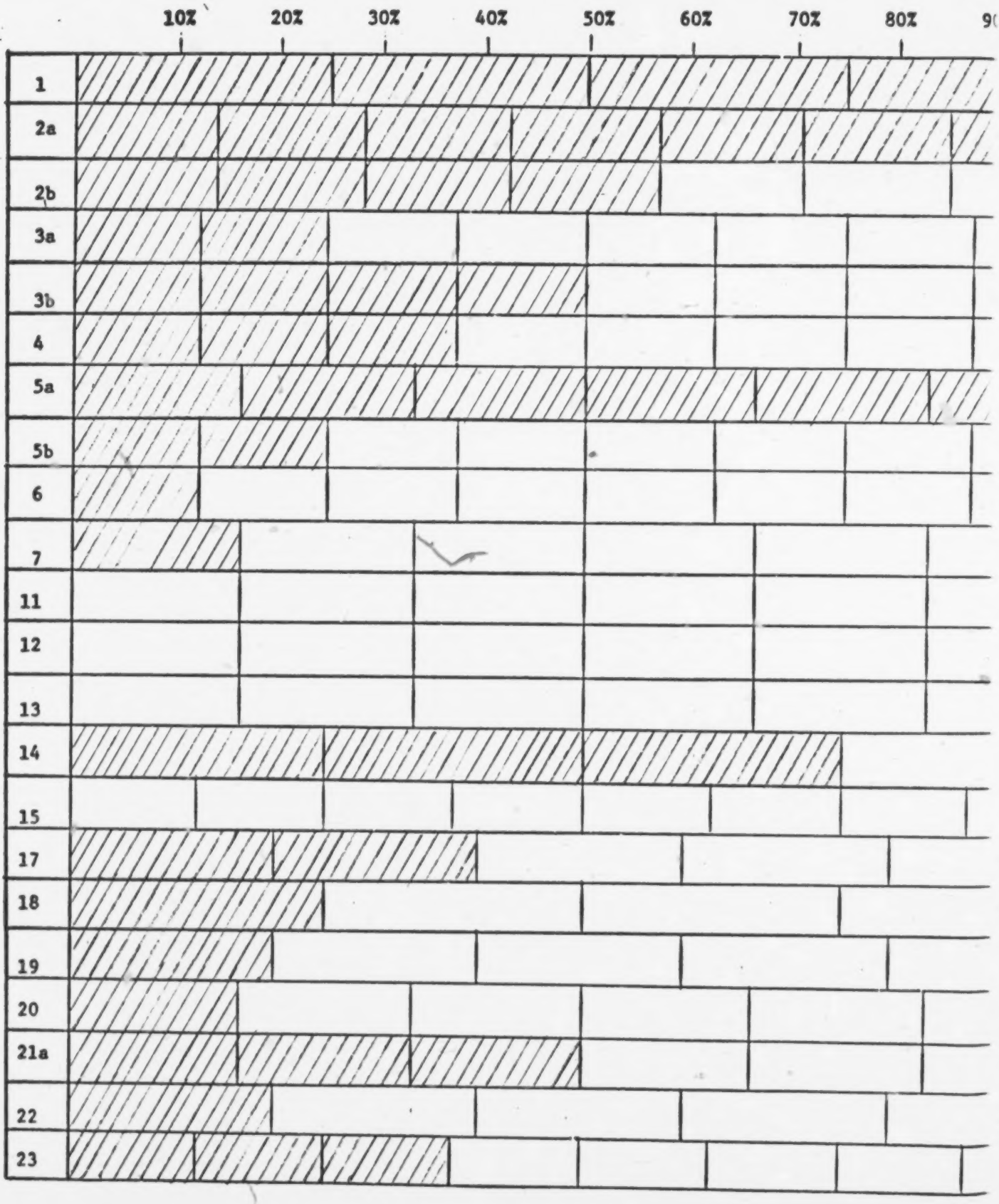
# REGION I CLIENT PROGRESS SYSTEM REPORT FORM

Date:_____ Client Center_____ Client_____ SS#_____

| Lauder number | Behaviors | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 10%. | 20%. | 30%. | 40%. | 50%. | 60%. | 70%. | 80%. | 90%. | 10 |
| Self-Management | | | | | | | | | | |
| | 1. | | 2. | | 3. | | 4. | | | |
| 2a | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 2b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 3 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 3b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 4 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 5 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 5b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 6 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 7 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 8 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 9 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 10 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 11 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 12 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 13 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| Communication | | | | | | | | | | |
| 14 | 1. | | 2. | | 3. | | 4. | | | |
| 15 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 16 | 1. | 2. | 3. | 4. | 5. | | | | | |
| 17 | 1. | 2. | 3. | 4. | 5. | | | | | |
| Interpersonal Relations | | | | | | | | | | |
| 18 | 1. | | 2. | | 3. | | 4. | | | |
| 19 | 1. | 2. | 3. | 4. | 5. | | | | | |
| 20 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 21a | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 21b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| Environmental Structuring | | | | | | | | | | |
| 22 | 1. | 2. | 3. | 4. | 5. | | | | | |
| 23 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 24 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 25 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 26b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 27 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 28 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 29 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 30 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 31 | 1. | | 2. | | 3. | | 4. | | | |
| 32 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 33 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| Environmental Access | | | | | | | | | | |
| 34 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 35 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 36 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 37 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| 38 | 1. | | 2. | | 3. | | 4. | | | |
| 39 | 1. | 2. | 3. | 4. | 5. | | | | | |
| 40 | 1. | | 2. | | 3. | | 4. | | | |
| 41 | 1. | 2. | 3. | 4. | 5. | | | | | |
| Employment | | | | | | | | | | |
| 42 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 43 | 1. | 2. | 3. | 4. | 5. | | | | | |
| 44 | 1. | 2. | 3. | 4. | 5. | 6. | | | | |
| 45 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | | | |
| | 10%. | 20%. | 30%. | 40%. | 50%. | 60%. | 70%. | 80%. | 90%. | 10 |

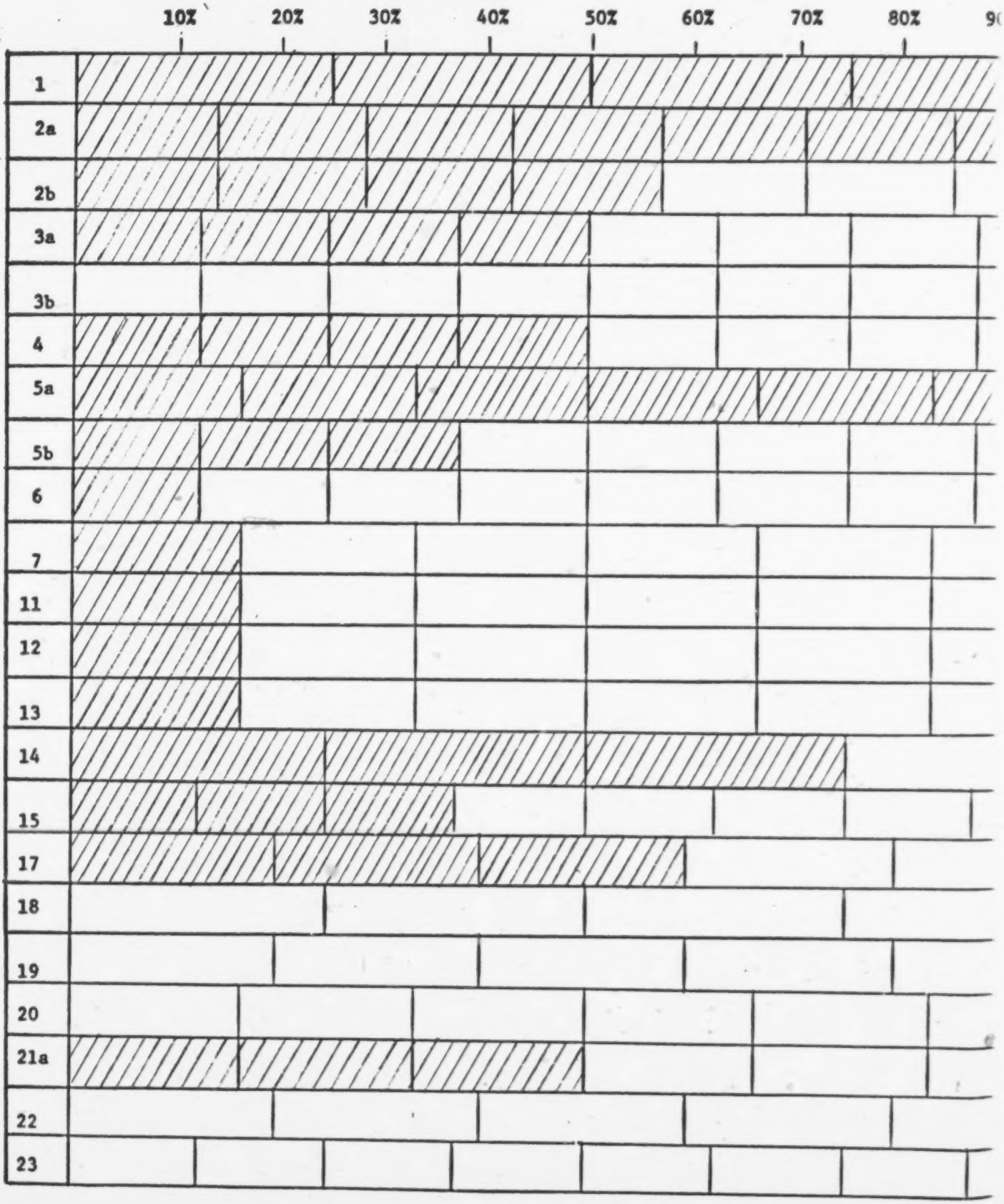
12/73

OMR PROFILE



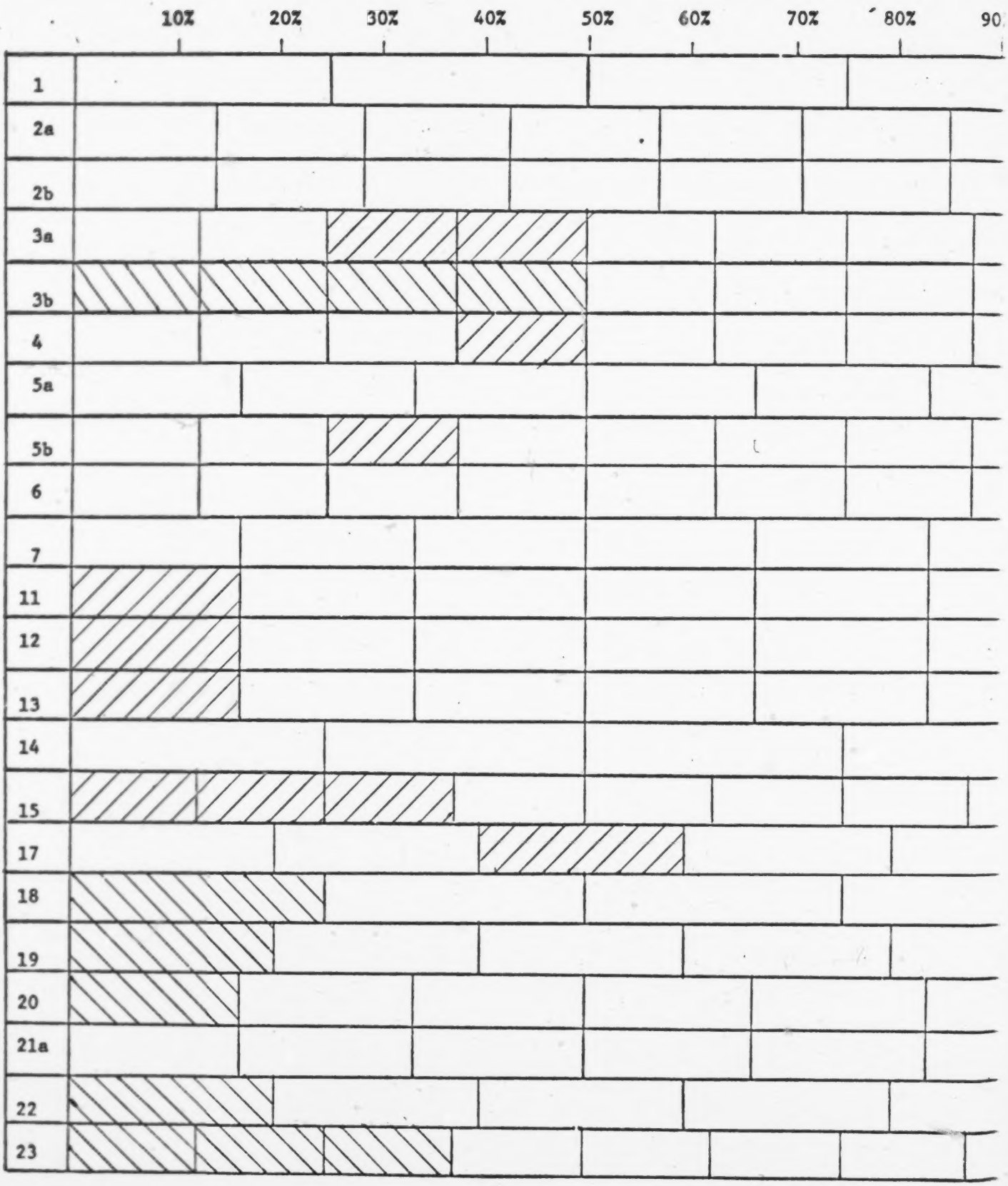
12/74

MERIDIAN PROFILE



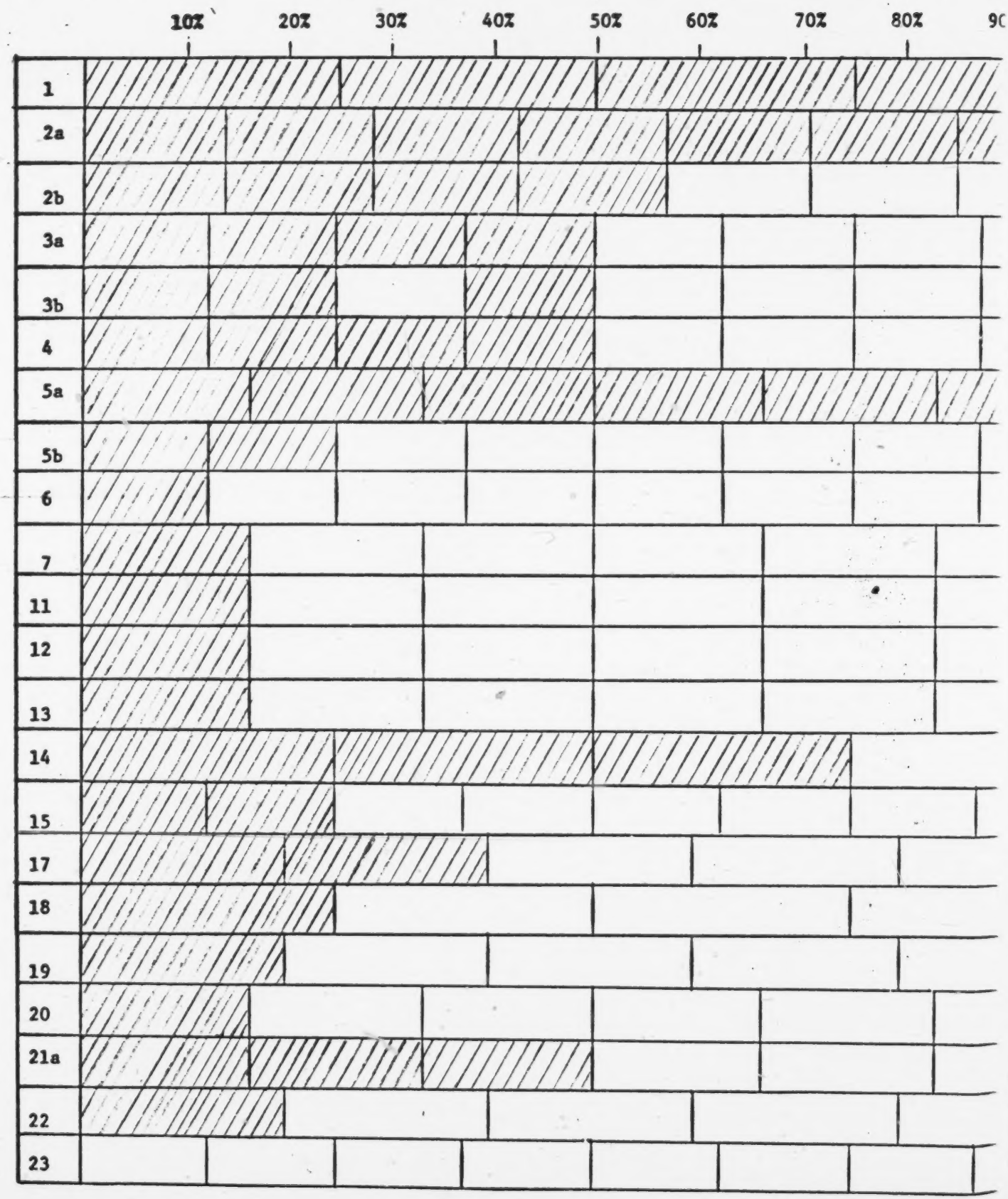
12/75

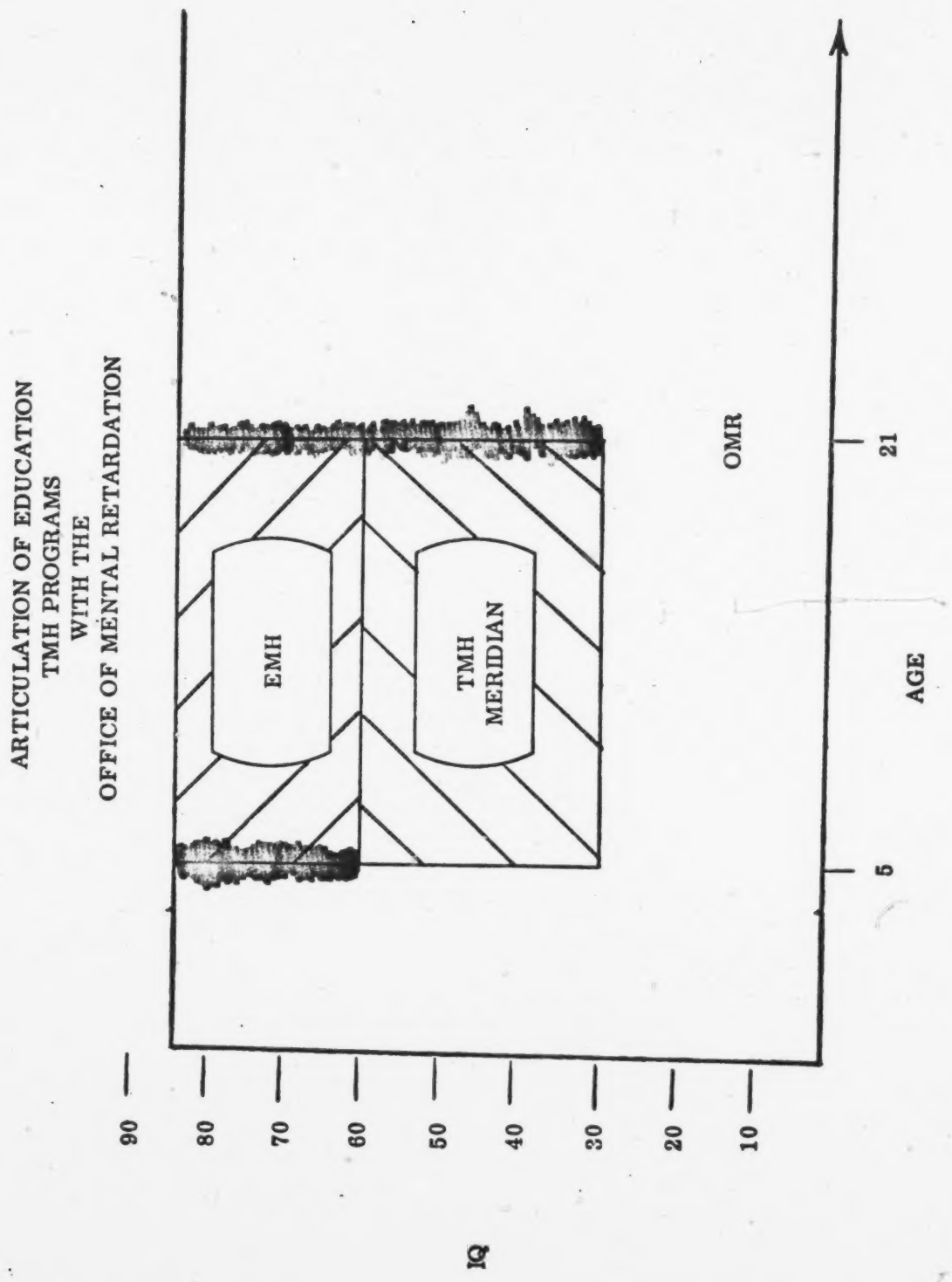
# ARTICULATED AND MISARTICULATED BEHAVIORS
## OMR--TO MH

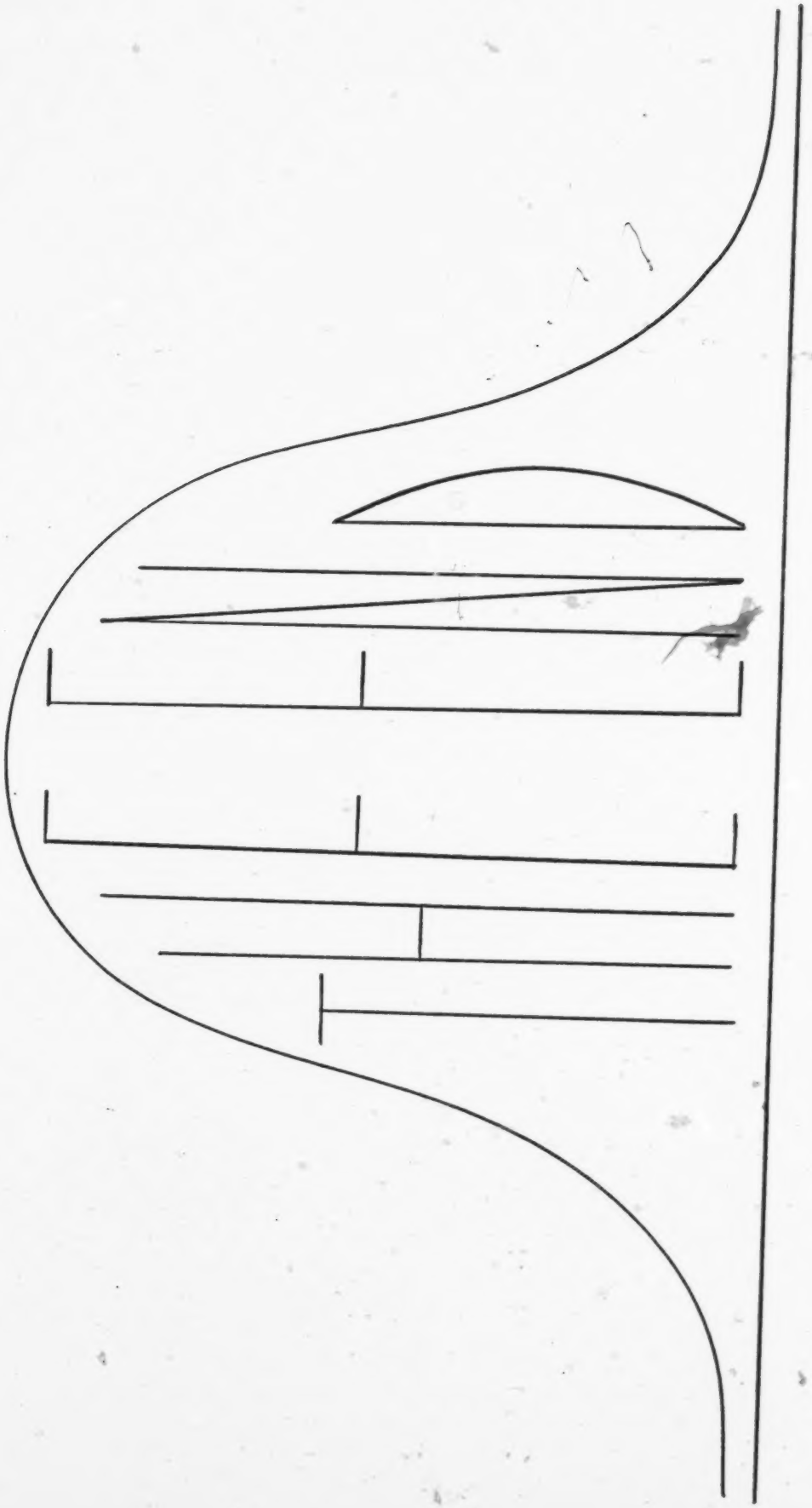


12/76

ARTICULATED PROFILE




ARTICULATION OF EDUCATION
TMH PROGRAMS
WITH THE
OFFICE OF MENTAL RETARDATION
EMH
TMH
MERIDIAN
OMR
IQ
90
80
70
60
50
40
30
20
10
5
21
AGE



REGION I CLIENT PROGRESS SYSTEM REPORT FORM

Scottsbluff, Nebraska

Date: No. 1

Client Center Region I to MERIDIAN

Client _____

SS# _____

| Ladder number | Behaviors | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 10%. | 20%. | 30%. | 40%. | 50%. | 60%. | 70%. | 80%. | 90%. | 10 |
| Self-Management | | | | | | | | | | |
| 1 | 1. | | 2. | | 3. | | 4. | | | |
| 2a | 1. | 2. | | 3. | | 4. | 5. | 6. | 7. | |
| 2 | 1. | 2. | | 3. | | 4. | 5. | 6. | 7. | |
| 3a | 1. | | 2. | | 3. | 4. | 5. | 6. | 7. | |
| 3b | 1. | | 2. | | 3. | 4. | 5. | 6. | 7. | 8. |
| 4 | 1. | | 2. | | 3. | 4. | 5. | 6. | 7. | 8. |
| 5a | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 5b | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 6 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 7 | 1. | 2. | | 3. | | 4. | 5. | | 6. | |
| 8 | 1. | 2. | | 3. | | 4. | 5. | 6. | 7. | |
| 9 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 10 | 1. | | 2. | | 3. | 4. | 5. | | 6. | |
| 11 | 1. | | 2. | | 3. | 4. | 5. | | 6. | |
| 12 | 1. | | 2. | | 3. | 4. | 5. | | 6. | |
| 13 | 1. | | 2. | | 3. | 4. | 5. | | 6. | |
| Communication | | | | | | | | | | |
| 14 | 1. | | 2. | | 3. | | 4. | | | |
| 15 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 16 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 17 | 1. | | 2. | | 3. | | 4. | | 5. | |
| Interpersonal Relations | | | | | | | | | | |
| 18 | 1. | | 2. | | 3. | | 4. | | | |
| 19 | 1. | | | 2. | | 3. | | 4. | 5. | |
| 20 | 1. | | 2. | | 3. | | 4. | 5. | 6. | |
| 21a | 1. | | 2. | | 3. | | 4. | 5. | 6. | |
| 21b | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| Environmental Structuring | | | | | | | | | | |
| 22 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 23 | 1. | 2. | | 3. | | 4. | 5. | 6. | 7. | 8. |
| 24 | 1. | 2. | 3. | | 4. | 5. | 6. | | 7. | |
| 25 | 1. | 2. | 3. | | 4. | 5. | 6. | | 7. | |
| 26 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 27 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 28 | 1. | | 2. | | 3. | 4. | | 5. | 6. | |
| 29 | 1. | 2. | 3. | | 4. | 5. | 6. | | 7. | |
| 30 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 31 | 1. | | 2. | | 3. | | 4. | | | |
| 32 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 33 | 1. | | 2. | | 3. | 4. | | 5. | 6. | |
| Environmental Access | | | | | | | | | | |
| 34 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 35 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 36 | 1. | 2. | 3. | | 4. | 5. | 6. | 7. | 8. | |
| 37 | 1. | 2. | 3. | | 4. | 5. | 6. | | 7. | |
| 38 | 1. | | 2. | | 3. | | 4. | | | |
| 39 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 40 | 1. | | 2. | | 3. | | 4. | | | |
| 41 | 1. | | 2. | | 3. | | 4. | | 5. | |
| Employment | | | | | | | | | | |
| 42 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 43 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 44 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 45 | 1. | 2. | 3. | | 4. | 5. | 6. | | 7. | |
| | 10%. | 20%. | 30%. | 40%. | 50%. | 60%. | 70%. | 80%. | 90%. | 10 |

REGION I CLIENT PROGRESS SYSTEM REPORT FORM

Scottsbluff, Nebraska

Date: No. 2

Client Center MERIDIAN to Region I

Client _____

SS# _____

| Ladder number | Behaviors | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 10 |
| Self-Management | | | | | | | | | | |
| 1 | 0. | | 2. | | 3. | | 4. | | | |
| 2a | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 2 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 3a | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 3b | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 4 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 4 | 1. | 2. | | 3. | | 4. | | 5. | | 6. |
| 5b | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 6 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 9 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 12 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 13 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| Communication | | | | | | | | | | |
| | 1. | | 2. | | 3. | | 4. | | | |
| 15 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | | 2. | | 3. | | 4. | | 5. | |
| | 1. | | 2. | | 3. | | 4. | | 5. | |
| Interpersonal Relations | | | | | | | | | | |
| 18 | 1. | | 2. | | 3. | | 4. | | | |
| | 1. | | 2. | | 3. | | 4. | | 5. | |
| 20 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 21a | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 21b | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| Environmental Structuring | | | | | | | | | | |
| 22 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 23 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | |
| | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | |
| 26 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 27 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 29 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | |
| 30 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | | 2. | | 3. | | 4. | | | |
| 32 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 33 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| Environmental Access | | | | | | | | | | |
| 34 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 35 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| 36 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | 8. |
| | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | |
| | 1. | | 2. | | 3. | | 4. | | | |
| 39 | 1. | | 2. | | 3. | | 4. | | 5. | |
| | 1. | | 2. | | 3. | | 4. | | | |
| | 1. | | 2. | | 3. | | 4. | | 5. | |
| Employment | | | | | | | | | | |
| 42 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| | 1. | | 2. | | 3. | | 4. | | 5. | |
| | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 45 | 1. | 2. | | 3. | 4. | | 5. | 6. | 7. | |
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 10 |

REGION I CLIENT PROGRESS SYSTEM REPORT FORM

Scottsbluff, Nebraska

Date: NO. 3

Client Center Misarticulated Behaviors

Client _____

SS# _____

| Ladder number | Behaviors | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 10 |
| Self-Management | | | | | | | | | | |
| 1 | 1. | | 2. | | 3. | | | 4. | | |
| 2a | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 2 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 3a | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 3b | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 4 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 4a | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 5b | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 6 | 1. | 2. | | | 4. | | 5. | 6. | 7. | 8. |
| 7 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 8 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 9 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 10 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 11 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 12 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| 13 | 1. | 2. | | 3. | | 4. | | 5. | 6. | |
| Communication | | | | | | | | | | |
| 14 | 1. | | 2. | | 3. | | | 4. | | |
| 15 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 16 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 17 | 1. | | 2. | | 3. | | 4. | | 5. | |
| Interpersonal Relations | | | | | | | | | | |
| 18 | 1. | | 2. | | 3. | | | 4. | | |
| 19 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 20 | 1. | 2. | | 3. | | 4. | | 5. | | 6. |
| 21a | 1. | 2. | | 3. | | 4. | | 5. | | 6. |
| 21b | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| Environmental Structuring | | | | | | | | | | |
| 22 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 23 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 24 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 25 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 26 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 27 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 28 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| 29 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 30 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 31 | 1. | | 2. | | | | 3. | | 4. | |
| 32 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 33 | 1. | | 2. | | 3. | | 4. | | 5. | 6. |
| Environmental Access | | | | | | | | | | |
| 34 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 35 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 36 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | 8. |
| 37 | 1. | 2. | | 3. | | 4. | | 5. | 6. | 7. |
| 38 | 1. | | 2. | | | | 3. | | 4. | |
| 39 | 1. | | 2. | | 3. | | | 4. | | 5. |
| 40 | 1. | | 2. | | | | 3. | | 4. | |
| 41 | 1. | | 2. | | 3. | | | 4. | | 5. |
| Employment | | | | | | | | | | |
| 42 | 1. | 2. | | 3. | | 4. | | 5. | | 6. |
| 43 | 1. | | 2. | | 3. | | 4. | | 5. | |
| 44 | 1. | 2. | | 3. | | 4. | | 5. | | 6. |
| 45 | 1. | 2. | 3. | | 4. | | 5. | 6. | 7. | |
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 10 |

REGION I CLIENT PROGRESS SYSTEM REPORT FORM

Scottsbluff, Nebraska

Date: No. 4

Client Center

Client

SS#

Articulated Profile

| Ladder number | Behaviors 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Self-Management | | | | | | | | | |
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 2a | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 3 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 3b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| a | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 5b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 6 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 9 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 10 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 1 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 12 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 13 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | Communication | | | | | | | | | |
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 15 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 16 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 17 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | Interpersonal Relations | | | | | | | | | |
| 18 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 19 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 20 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 21a | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 21b | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | Environmental Structuring | | | | | | | | | |
| 22 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 23 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 24 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 25 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 26 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 27 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 28 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 29 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 30 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 31 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 32 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 33 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | Environmental Access | | | | | | | | | |
| 34 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 35 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 36 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 37 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 38 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 39 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 40 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 41 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | Employment | | | | | | | | | |
| 42 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 43 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 44 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| 45 | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | | |
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

EDUCATIONAL SERVICE UNIT 13
SCOTTSBLUFF, NEBRASKA

4215 avenue i
scottsbluff, nebraska 69361
telephone 635-3696

# A BEHAVIORAL OBJECTIVES CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED

## PARTICIPANT EVALUATION

For purposes of evaluation of the presentation, please complete each of the questions. Consider 10 to be the highest possible rating and 0 to be the lowest possible.

Clarity of the content:
0 1 2 3 4 5 6 7 8 9 10

Organization of the presentation:
0 1 2 3 4 5 6 7 8 9 10

Confidence of the presenter:
0 1 2 3 4 5 6 7 8 9 10

The usefulness of the content:
0 1 2 3 4 5 6 7 8 9 10

The value of audio-visual aids:
0 1 2 3 4 5 6 7 8 9 10

The completeness of the content:
0 1 2 3 4 5 6 7 8 9 10

List suggestions for improving the presentation:

Other comments about the presentation:

From the Index to The
Educational Prescriptive Retrieval System (EPRS)
Underdevelopment by; Educational Service Unit No. 13
Scottsbluff, Nebraska.

Udell L. Hughes, Adm.
Paul P. Kenney, Dir. Sp. Ed.

0000-4000-0000
Motor

4100.000 Coordination and Movement

4101.000 Physical functions
- .001 Static balance
- .002 Kinetic balance
- .003 Large muscles; strengthen, coordinate
- .004 Mobilize lower extremities
- .005 Alignment of head-trunk
- .006 Coordinate large-small muscle groups. Integrate arm-hand movements
- .007 Mobilize upper trunk, shoulder girdle, lower extremities
- .008 Coordinate, maintain erectness
- .009 Patterns--Large and small muscle groups movement
- .010 Develop strength in neck, trunk, lower extremities
- .011 Stimulate all muscles, joints, tendons by rhythmic activities
- .012 Develop endurance through resistive movements
- .013 Mobilize joints to maintain alignment of body in movement
- .014 Coordination of balance center for maximum control

4102.000 Fine Motor
- .001 Visual coordination and pursuit (Refer also: -3401-)
- .002 Manual dexterity and coordination

4103.000 Forms of movement (Alphabetic)
- .001 Balancing
- .002 Bilateral
- .003 Bending
- .004 Bouncing
- .005 Carrying
- .006 Catching
- .007 Climbing
- .008 Crawling
- .009 Dodging
- .010 Extending
- .011 Flexing
- .012 Galloping
- .013 Gliding
- .014 Grasping
- .015 Hanging
- .016 Hitting
- .017 Hopping
- .018 Jumping
- .019 Kicking
- .020 Leaping

.021 Lifting
.022 Passing
.023 Putting
.024 Punching
.025 Pushing
.026 React to command
.027 Rocking
.028 Running
.029 Shaking
.030 Shifting body weight
.031 Skipping
.032 Sliding
.033 Stopping
.034 Stretching
.035 Striking
.036 Swinging
.037 Tagging
.038 Throwing
.039 Tossing
.040 Turning
.041 Twirling
.042 Twisting
.043 Walking
.044 Unilateral

4500.000 Occupational Therapy
4501.000 Specialized routines
.001 Stabilizing
.002 Grasp
.003 Arm movement
.004 Utensil and other adaptions

4600.000 Physical Therapy
4601.000 Specialized routines
.001 Stabilizing
.002 Bracing
.003 Locomotion
.004 Equipment

4700.000 Psycho-Motor Domain
4701.000 Definition

4800.000 Motor Handicaps
4801.000 Orthopedic
4802.000 Cerebral Palsey
4803.000 Polio